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ABSTRACT

This report presents findings of the third year evaluation of the Structure of Intellect (SOI) Model Schools Pilot Program in Oregon, a program based on the learning theories and Structure of Intellect model attributed to J. Guilford. The SOI program, developed by R. and M. Meeker, uses a combination of structured curriculum in the form of modules and an in-school SOI Learning Center to teach and develop important learning abilities for students. The SOI program focuses on 26 learning abilities claimed to be critical for effective learning. In 1999-2000, 17 elementary schools piloted the SOI program and 11 students served as case studies. As in the preceding 2 years, no systemic or practical differences were observed between the pilot schools and the 17 comparison schools included in the evaluation. No program effects have been observed in any of the key areas addressed by the evaluation. Careful synthesis of the data gathered for this evaluation does not support claims for school-wide improvements in academic achievement, reduction in referrals for special education services, reduction in referrals for inappropriate behavior, or improvements in school attendance rates. However, many program specialists and technicians believe that the program is effective in supporting student learning. It is possible that the individualized care students received through the SOI program has made considerable difference in their educational lives. The program has been extended for another year, and evaluation of the fourth year may detect some quantifiable differences in achievement for program participants. Nine appendixes contain supplemental information, teacher responses to study questions, and some data collection forms. (Contains 23 tables, 30 figures, and 14 references.) (SLD)

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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

Year 3 Evaluation Report

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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

Year 3 Evaluation Report

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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

Year 3 Evaluation Report

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- The 11 students, and their parents and teachers, who participated in this year's case studies for the evaluation;
- The students, administrators, and office personnel of the 17 unnamed Oregon elementary schools that served as comparison schools, who provided data essential for the comparative, value-added approach of this evaluation;
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Andrew McConney
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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

Year 3 Evaluation Report

EXECUTIVE SUMMARY

This report is prepared under contract for the Oregon Department of Education (ODE), Office of Special Education. The report represents Year 3 (July 1999-June 2000) of the Teaching Research third-party evaluation of the effectiveness of the Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program (the "Program").

Drs. Robert and Mary Meeker of Vida, Oregon developed the SOI Program based on the learning theories and Structure of Intellect model attributed to J. P. Guilford. For the SOI Model Schools Pilot Program in Oregon, Intellectual Development Systems, Inc. (IDS) of Annapolis, Maryland continues in its role providing training of school personnel, materials, and ongoing support. IDS is the exclusive, worldwide provider of the SOI Program for schools, and markets its services under the 'BRIDGES' name.

According to its literature, the SOI Program uses a combination of structured curriculum in the form of modules, and an in-school SOI Learning Center, to teach and develop important learning abilities for students. The SOI Program focuses on twenty-six intellectual abilities that are claimed to be most critical to effective learning; for example, the abilities needed to acquire, store, evaluate, and use information.

In January 1998, after a competitive and public process, the Evaluation and Research Group at Teaching Research was awarded a six-month contract to design and conduct an external, objective, and question-based evaluation of the SOI Program in Oregon. The Oregon Legislature (Senate Bill 3, 1997), with the active support of the State Superintendent of Public Instruction (at that time, Norma Paulus), had recently put in place the SOI Pilot Program and provision for its accompanying external evaluation. Three Oregon elementary schools participated in that first phase of the SOI Pilot Program (Adrian and Vale Elementary schools in eastern Oregon, and Captain Robert Gray Elementary in Astoria on the northern coast).

After successful completion of the first year's program evaluation, Teaching Research's evaluation contract was extended for another year (the 1998-1999 school year). As well, 16 elementary schools, representing most geographical areas of the state, were added to the group of schools piloting the SOI Program, bringing to 19 the total number of schools using the Program in Oregon. Represented school types ranged from very small, rural schools such as Fossil Grade School to large, metropolitan-area schools such as Fairview Elementary.

At the completion of the second year of the SOI Pilot Program and its accompanying evaluation, the Program was reviewed for continuation during the 1999 Oregon Legislative session. Again, with the important support of a number of Oregon senators, the SOI Program was approved for continuation for another two school years (1999-2001), albeit in the final analysis, at a somewhat reduced level of funding from the previous year's Program. Having successfully conducted the Pilot Program's external evaluation for one-and-one-half school years, Teaching Research's program evaluation contract was also extended for two years, at a similarly reduced level of state funding. As well, and for different reasons, two schools decided to not continue in the SOI Pilot Program (Vale Elementary, and Waldport Elementary on the central Oregon coast). Thus, 17 elementary

schools, still representing most geographical regions of Oregon, were left using the SOI Program for years 3 (1999-2000) and 4 (2000-2001) of the SOI Model Schools Pilot Program.

This report primarily represents the program evaluation findings and conclusions from the third year's implementation of the SOI Program in 17 Oregon elementary schools. However, we strongly emphasize that the program evaluation now spans two-and-one-half schools years, dating back to January 1998. In that period of time, the program evaluation team has:

1. Attended SOI school staff training and other formal informational meetings conducted by IDS, the SOI Program provider for Oregon, as well as meeting on several occasions with IDS marketing, training, and research representatives to discuss the Program and the current evaluation;

2. Conducted 140 site visits at participating SOI Pilot schools (51 visits in 1999-2000) during which the team interviewed SOI Learning Center staff and building administrators and observed school children engaged in Learning Center activities;

3. Conducted 22 case studies of individual children served by the SOI Learning Centers, including interviews with parents, and an additional 45 school visits to observe children and to interview teachers and other instructional resource specialists, to better understand how the Program might work for individual students (11 case studies in 1999-2000);

4. Convened and analyzed the results of 8 focus groups for SOI school staff and classroom teachers in which participants were afforded extended opportunities to describe and otherwise comment on the Program in a secure setting away from their schools (2 focus groups for SOI school staff were conducted in 1999-2000);

5. Designed, administered, and analyzed the results of 6 paper-and-pencil classroom teacher surveys to gauge teachers' satisfaction with the SOI classroom curriculum, and to give voice to teachers in participating schools on issues aligned with their perceptions and observations of the efficacy of the Program (3 surveys completed in 1999-2000);

6. Gathered and analyzed 3 rounds of annual data, from SOI and matched comparison schools, on outcomes directly aligned with the questions asked of this evaluation by the Oregon Department of Education, and by extension, the Oregon Legislature, including numbers of children referred for special education assessment, numbers of children referred for unacceptable behavior, numbers of children served by and graduating from English as a second language programs, and school attendance rates;

7. Gathered (directly from the Oregon Department of Education) and analyzed statewide assessment data, for benchmark grades 3 and 5, comprised of more than 18,000 student scores in reading/literature, writing (this school year only), mathematics, and math problem solving (this school year only) for the students of SOI and matched comparison schools;

8. Additionally, because grade 3 students in 1997-1998 (pre-SOI Program for 15 of 17 pilot schools) would have been grade 5 students in 1999-2000 (two years post-SOI Program), and because of the longitudinal scaling properties of the statewide assessments used in Oregon, the evaluation was afforded this year a rare opportunity; that is, to compare the *two-year growth* in reading/literature and math of a cohort of elementary students participating in a Pilot Program with the *growth* of a similar cohort of students who did not participate in the Program.

In addition to these evaluation activities, a Steering Group of experienced educators, including Glen Fielding, Director of Curriculum, Assessment, and Research at Willamette Education Service District; Larry Irwin, Professor and Associate Dean for Research and Outreach at the College of Education, University of Oregon; Jack Stoops, Superintendent of Schools, Lincoln Co. SD; Joel Arick, Professor of Special Education and Counselor Education at the School of Education, Portland State University, and Vic Baldwin, Professor and former Director of Teaching Research Division, Western Oregon University, has for two-and-one-half years periodically overseen the design, conduct, and reporting of this program evaluation. As well, the Oregon

Department of Education's Office of Special Education, directed by Steven Johnson, routinely monitors the conduct of the evaluation.

Given the scope and diversity of data collected and analyzed, and the diversity of methods used, as well as the length of time over which these data have been gathered, we believe that the evaluation team currently is in an appropriate position to comment on the effectiveness of the SOI Model Schools Pilot Program for the State of Oregon.

However, before commenting on the general findings and conclusions of this year's program evaluation, and the relationship of those to previous years', one further point seems necessary. It is this. The understanding of the evaluation team is that its charge from the State of Oregon is to determine to the best of its ability the effectiveness of the SOI Program for Oregon schools and children *generally*. This is an essential point, in that it forms our understanding of the basis on which the Program has been "bought" by the state. Specifically, the developers and purveyors of the SOI Program have claimed in their literature, and in public forums, that the SOI Program would have the following benefits for *any school* using the Program:

- Improvement in students' academic achievement;
- Decreases in referrals for special education assessment and/or services;
- Improvement in students' behavior;
- Improvement in students' rates of English language acquisition; and,
- Improvement in school attendance rates.

These claims, not for one particular type of school, or one or a few particular students, but rather for schools and students *in general*, form the basis for the operational definition of SOI Program effectiveness, and are reflected in the key questions asked in the Oregon Department of Education's request for evaluation proposals (ODE, January, 1998), and with Oregon Senate Bill 3 (1997).

Thus, this evaluation has been approached from a systemic perspective that collects and examines relevant data from *all* Oregon schools using the SOI Program, and compares that against data from a similar group of schools not using the Program. In this way, the evaluation seeks to determine what value has been added to the group of schools using the SOI Program, over and above the changes seen in a similar group of schools not using the Program.

To this point, after 2 years of implementation for 15 schools, and 2 and ½ years of implementation for 2 schools, according to the data collected and analyses conducted, no systemic or practical differences have been observed between the 17 pilot SOI schools and the 17 comparison schools included in this year's evaluation. In other words, there have been no SOI Program effects evident in any of the key areas addressed by the evaluation, including:

1. Student academic performance at Grades 3 and 5 in Mathematics and Reading/Literature, and this year in Grade 5 Math Problem Solving, and Grades 3 and 5 Writing;
2. Levels of referral for assessment for Special Education services;
3. Levels of behavior referral; and,
4. Changes in school attendance rates.

These findings are entirely consistent with those given for Years 1 and 2 of the program evaluation. In summary, no measurable, or generally identifiable, or systemic benefits for students from the SOI Pilot Program have been detected at this stage in the evaluation of the Program. In fact, both of the statistically significant differences noted this year (in 3rd grade reading and 5th grade writing), although practically modest, favored comparison school students over their SOI school counterparts. Further, when the evaluation team compared the average *two-year growth* in reading/literature and math of the cohort of elementary students participating in the SOI Program against the *growth* of a similar cohort of students who did not participate in the Program, they were virtually identical.

Thus, with regard the developers' claimed benefits for the SOI Program, careful synthesis of the data gathered for this evaluation does not support claims for school-wide improvements in academic achievement, reduction in referrals for special education services, reductions in referrals for inappropriate behavior, or improvements in school attendance rates.

At the same time, however, the evaluation team acknowledges and commends the commitment and diligence of SOI Learning Center staffs in the schools. The great majority of the SOI Specialists and Technicians continue to believe in this Program, and have shown great flexibility in successfully incorporating the Program into the existing instructional program at their schools, albeit with considerable variability. Most critically, the SOI Specialists and Technicians have demonstrated great caring, and individualized attention, for the children entrusted to them in the SOI Learning Centers. It is not implausible that it is this individualized care that makes considerable difference in the educational lives of some children, and thereby leads to the positive anecdotal evidence that many Specialists and Technicians continue to offer in support of the Program.

Equally, the evaluation team commends the administrative leadership of the SOI Pilot schools for their clear commitment to making the educational experience in their buildings the best possible for the Oregon children in their care. As well, the team acknowledges these school leaders' flexibility in operating a Program at (for many schools) considerably lower levels of funding than expected and previously experienced. It is never easy to introduce new programs in schools, particularly at times when there is substantial press for improvement in academic performance, as is currently the case in the standards-based system that Oregon has adopted. After two-and-one-half years these school administrators have done a good job of facilitating the SOI Program becoming a part of the school culture in their buildings.

Therefore, despite considerable effort, ongoing good will, as well as some specific anecdotes, the benefits claimed for the SOI Program, and hoped and worked for by school staffs have not been detected with any degree of scale that could be considered SOI Program success. In a very real sense, given the effort and hope put forth in the schools, the evaluation team regrets that this is not otherwise. We look forward to the fourth and final year of the SOI Model Schools Pilot Program with the openness that it may yet be.

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Introduction to the Evaluation

This Year 3 (July, 1999—June, 2000) report is organized in six major sections. The first section (Introduction to the Evaluation) provides background for the program evaluation including brief descriptions of the purpose of the evaluation, the Structure of Intellect™ (SOI®) Model School Program, the questions that form the focus of the evaluation, and the methods used and types of data gathered that address those questions. The second (Pilot School Settings) and third (Program Implementation) sections provide additional context that frames the evaluation of the SOI Program. The "Settings" section provides brief descriptions of the seventeen Oregon elementary schools that implemented the program during the 1999-2000 school year, and the "Implementation" section describes a number of issues related to the execution of the program in the schools. These descriptions provide information important for understanding the evaluation results generally. The fourth section (Evaluation Findings) comprises the data gathered and analyses conducted to date. This section is presented in six parts organized around the questions under examination, for instance, student achievement, or special education referrals. The fifth section (Conclusions and Discussion) provides a synthesis of the evaluation's Year 3 findings, and relates these to the findings for Years 1 and 2 of the evaluation. The last section (Appendixes) includes supplementary materials such as background information on the SOI pilot schools, a schedule of site visits by the evaluation team over the past year, the focus group protocol and transcripts, and the instruments developed and used for gathering data from teachers and schools during Year 3 of the evaluation study.

Purpose of the Evaluation Study

Simply stated, the primary purpose of this third-party evaluation is to determine the effectiveness of the Structure of Intellect (SOI) Model School Program (hereafter, the "Program"), as implemented in a pilot program in 3 Oregon elementary schools beginning in February 1998, extending to 16 additional elementary schools (or a total of 19 pilot schools) for the 1998-1999 school year, and continuing in 17 pilot elementary schools for the 1999-2000 school year.

For this evaluation, program "effectiveness" is operationally defined as:

- Improvement in student achievement in language arts and mathematics;
- Decreases in referrals for special education assessment and/or services;
- Improvement in students' behavior;
- Improvement in students' rates of English language acquisition (for students whose primary language is other than English); and,
- Improvement in school attendance rates.

This definition of program effectiveness is in line with the key questions asked in the Oregon Department of Education's request for proposal (ODE, January, 1998), and with Oregon Senate Bill 3 (1997).

It has been the shared understanding of the Oregon Department of Education, Office of Special Education, and the Teaching Research evaluation team that because of the mid-year start for the SOI Program and the short duration (mid-February 1998 through mid-May 1998) of its initial implementation in 3 schools, that while a comprehensive array of data gathering techniques was used in the evaluation, the findings of the Year 1 report were tentative. Further, it was understood that the Year 1 report represented the foundation for continuing the program evaluation toward more definitive answers regarding program effectiveness by the end of Year 2 (1998-99 school year), and even more so by the end of Year 3 (1999-2000 school year). In particular, it was noted that for the Year 3 evaluation, the state's assessment of students who had been third graders in 1997-1998 and fifth graders in 1999-2000, provided a good opportunity to track the academic growth in key areas of a cohort of students who had experienced the SOI Program over two consecutive school years.

Structure of Intellect Model School Program

Drs. Robert Meeker and Mary Meeker of Vida, Oregon developed the SOI Program based on the learning theories and Structure of Intellect model attributed to J. P. Guilford. For the SOI Model School Pilot Program in Oregon, Intellectual Development Systems, Inc. headquartered in Annapolis, Maryland and with branch offices in Eugene, Oregon provides SOI materials, training of school personnel, and ongoing support. IDS is a "privately held and capitalized company with facilities in San Diego, CA, where research and development is located, and in Eugene, Oregon, where training and customer support operations are based" (IDS, 1997a, p. 8). "IDS is the exclusive, worldwide provider of this system in learning institutions worldwide, and markets the service under the 'BRIDGES' name" (IDS, 1997a, p. 4).

According to its own literature, the Structure of Intellect (SOI) Model School Program is an education program that uses a combination of structured curriculum in the form of classroom modules, and an in-school SOI Learning Center (also known as the "SOI Lab" or the "BRIDGES Lab") to teach and develop important learning abilities for students. The SOI Program focuses on twenty-six intellectual abilities that are claimed to be most critical to effective learning; for example, the abilities needed to acquire, store, evaluate, and use information. These twenty-six abilities are taught in activities grouped around *learning preparation, learning enhancement,* and *learning remediation* (IDS, 1997a). Learning preparation is addressed in classroom exercises that are designed to take place for 15-20 minutes per school day. Similarly, learning enhancement is also accomplished through classroom activities. In both cases, SOI classroom modules are articulated in difficulty through eight to twelve exercises, and all materials are provided to the classroom teacher with no teacher preparation required. Learning remediation, on the other hand, is addressed in the SOI Learning Center where students are assessed in terms of cognitive abilities, perceptual skills, and sensory-motor skill integration. Students' learning ability deficiencies are diagnosed and treatment plans (Integrated Practice Protocol, IPP) are provided either on a group basis (grades K-2) or on an individual basis (grades 3-5/6). Students participate in SOI Learning Center activities ideally for 30 minutes, twice per week (IDS, 1997a). The SOI Program (classroom modules and Learning Center activities) are designed as a "treatment" to be completed by students within 7 months, that is, the time span of a normal school year (Robert Meeker, personal communication, Vida, OR, November 19, 1998).

According to the SOI Model School literature, SOI instruction and an SOI Learning Center housed in a participating school lead to improvements in the achievement levels of *all* students. Further, according to SOI literature, students with learning disabilities—who heretofore have consumed a disproportionate share of educational resources—*will no longer have learning disabilities*, and consequently will not require the levels of resources previously applied. Specifically, IDS and SOI staff and literature claim:

> It is the expectation of this program that the students will be cured of their learning disabilities—i.e., they will then be able to function in a regular classroom, not a remedial classroom. (Meeker, Meeker, & Hochstein, 1996, p. 6)

and,

> Because the Program measurably improves general academic performance, the mind's ability to focus, and overall intellectual competence, in school, it reduces referrals to Special Education, developmental instruction, disciplinary action, etc. (IDS, 1997a, p. 1).

Thus, the developers and providers of the SOI Program state that participating schools can expect the following outcomes

- Increased academic performance;
- Decreased special education referrals;
- Decreased disciplinary referrals; and,
- Increased school attendance.

Additionally, based on the question content of student assessment and self-assessment instruments developed by IDS for its own program evaluation (IDS, 1997b), the implied expectation is that measurable improvements will also occur in students' self-esteem as a result of the SOI Program.

Questions Addressed by the Evaluation

Teaching Research's third-party evaluation of the Structure of Intellect Model Schools Pilot Program is designed to study the effectiveness of the program, for students of participating Oregon elementary schools, with regard to academic performance, special education referrals, behavior referrals, school attendance, and English language acquisition for students who have a first language other than English.

The evaluation thus focuses heavily on the near- and intermediate-term *impact* of the SOI Program for students in participating schools. To assess SOI Program impact, the evaluation team has addressed the following key questions:

1. Is there a significant difference in *students' academic performance in mathematics and reading/literature* between schools experiencing the SOI Program and similar schools that do not participate in the Program?

2. Is there a significant difference in *levels of Special Education referrals* between schools experiencing the SOI Program and similar schools that do not participate in the Program?

3. Is there a significant difference in *levels of behavior referrals* between schools experiencing the SOI Program and similar schools that do not participate in the Program?

4. Is there a significant difference in *language acquisition rates for students with English as a second language* between schools experiencing the SOI Program and similar schools that do not participate in the Program?

5. Is there a significant difference in *student attendance rates* between schools experiencing the SOI Program and similar schools that do not participate in the Program?

Overall, to answer the five key questions posed above, the Teaching Research evaluation team has employed a quasi-experimental design supplemented by selected case studies, teacher surveys, focus group interviews, and on-site observations. The general evaluation design is depicted by the schematic in Figure 1.1.

Procedures used to Gather, Analyze and Interpret Data

For Years 1 and 2, and now for Year 3 of the SOI Program evaluation, a variety of quantitative and qualitative data have been gathered using a variety of collection methods. First, and central to the evaluation, student achievement data in reading/literature and mathematics from Oregon's Statewide Assessments at benchmark grades 3 and 5 have been collected with the cooperation of Department of Education staff. Second, data collection instruments (see Appendix 9) were developed by the evaluation team and provided to staff of SOI and comparison schools. These instruments were developed to collect quantitative data on student referrals for assessment to determine special education service eligibility, student referrals for inappropriate behavior, numbers of students entering or leaving English as a second language (ESL) services, school attendance rates, and levels of teacher satisfaction with the SOI classroom curriculum.

Both statewide assessment data and the data provided directly by participating schools have been used in graphical and statistical analyses to provide answers to the five key evaluation questions posed above. To "level the playing field" as much as possible before statistical comparisons were made, comparison schools were carefully selected to match the SOI pilot schools, recruited in Years 1 and 2, and continued in Year 3. Each comparison school was closely matched to an SOI peer school using variables such as school socioeconomic status (SES) rank, school size, and previous performance on state assessments (by grade and subject). After matching, most statistical analyses were conducted using analysis of variance (ANOVA) and/or more sophisticated analysis of covariance (ANCOVA) routines with SPSS™ software.

Four qualitative methods were used to supplement and support the 6 quantitative lines of data. The qualitative data gathering was particularly useful and important during the first year of the SOI pilot and evaluation and has complemented the quantitative data collected during Years 2 and 3 of the evaluation. Thus, the qualitative data allow deeper understanding of the SOI Program and its possible or claimed effects for students and teachers than would have been possible using only large scale or school-wide quantitative data.

The first qualitative method employed was the "school site visit." Participating SOI school visits included an initial site visit to each school by the evaluation team, during which the team interviewed the school's principal and the SOI Learning Center Specialist and Technicians (school SOI Lab staff) and inspected the school facilities designated for use as the SOI Learning Center. Over the course of the school year, two members of the evaluation team visited each SOI pilot school 3 times (Fall, Winter, and Spring). At each school site visit the evaluation team conducted informal interviews with principals and SOI school staff, either together or separately. At a basic level, these observations helped monitor whether the SOI Pilot Program was implemented as designed and planned, and thereby may help explain observed differences among SOI schools or between SOI and comparison schools.

The second type of qualitative method used was the "case study." By providing detailed descriptions of the school and home backgrounds of selected children from multiple perspectives, case studies allowed the evaluation team to study how the SOI Program (particularly the SOI Learning Center) works for individual students over time. Further, because the case studies included file reviews, observations, interviews, and surveys, they allowed a broad range of stakeholder involvement in the evaluation. Specifically, the case study protocol included:

- Reviews of students' school files;
- Observations and interviews of students;
- Surveys and interviews of parents and/or guardians; and,
- Interviews with classroom teachers and school specialists, as well as SOI school staff.

Case studies were conducted with students from 11 of the 17 schools that continued the SOI program this academic year (1999-2000). One student has been studied since 1997-1998 (Year1), 2 since 1998-1999 (Year 2), and 8 students were selected as new case studies this school year (1999-2000). By drawing the complex realities that make up individual children's lives, the case studies provide support and understanding through illustrative anecdote for the quantitative analyses conducted.

The third qualitative method used in this program evaluation was the "focus group interview." Focus groups provide unique opportunities to learn directly from a group of stakeholders, in this case SOI Specialists and Technicians, on questions of interest for the program evaluation. Importantly, the focus group method provides the opportunity for the stakeholder group to interact during the session so that views and answers that may not be forthcoming in individual interviews are given the opportunity to emerge. In Year 3, 2 focus groups were convened for SOI school staff during the Spring. In each session, the evaluation team posed questions pertaining to:

- SOI Program training and follow-up support,
- Administrative support and program fit,
- Parent and community reactions to the SOI pilot program,
- Classroom teacher implementation of and reaction to the SOI modules,
- SOI school staff reaction to this third-party evaluation, and, most significantly,
- Perceived SOI Program effects and/or impacts for students (see specific focus group questions in Appendix 6).

Similar to the student case studies, the focus group interviews provided important supporting detail for the quantitative analyses that address the main questions posed. Specifically, the data collected from the focus groups served a number of purposes, including

1) Confirming or disconfirming the results collected from the teacher satisfaction survey;
2) Clarifying and/or confirming information gathered during site visits to SOI schools; and,
3) Providing insight that helps explain observed differences, or the lack thereof, among SOI schools, and/or between SOI and non-SOI schools.

The fourth and final qualitative method used in Year 3 of this program evaluation was an "open-ended teacher survey." Different from the previous year's evaluation, focus group interviews for classroom teachers were not conducted this school year, in part due to some tightening of the budgetary resources devoted to the evaluation in Year 3. Yet, because it was clearly important to gather input about the Program from as many classroom teachers in SOI pilot schools as possible, the evaluation team designed a survey for teachers largely comprised of open-ended questions aligned with the dimensions of student outcomes addressed by this evaluation. Again, teachers' narrative responses to this survey provided important detail—supporting the larger-scale quantitative data—on the possible effects of SOI in each area of student impact, and on the overall usability and worth of the Program.

Overall, and over the course of three school years, a broad array of data has been brought to bear on answering the questions central to this evaluation. These data were carefully gathered from multiple sources using diverse techniques at multiple points in time over the course of the school year. When appropriately synthesized, these data provide a rich picture from which to reach solid evaluative conclusions, at this point in time, about the SOI Program and its implementation in 17 Oregon elementary schools.

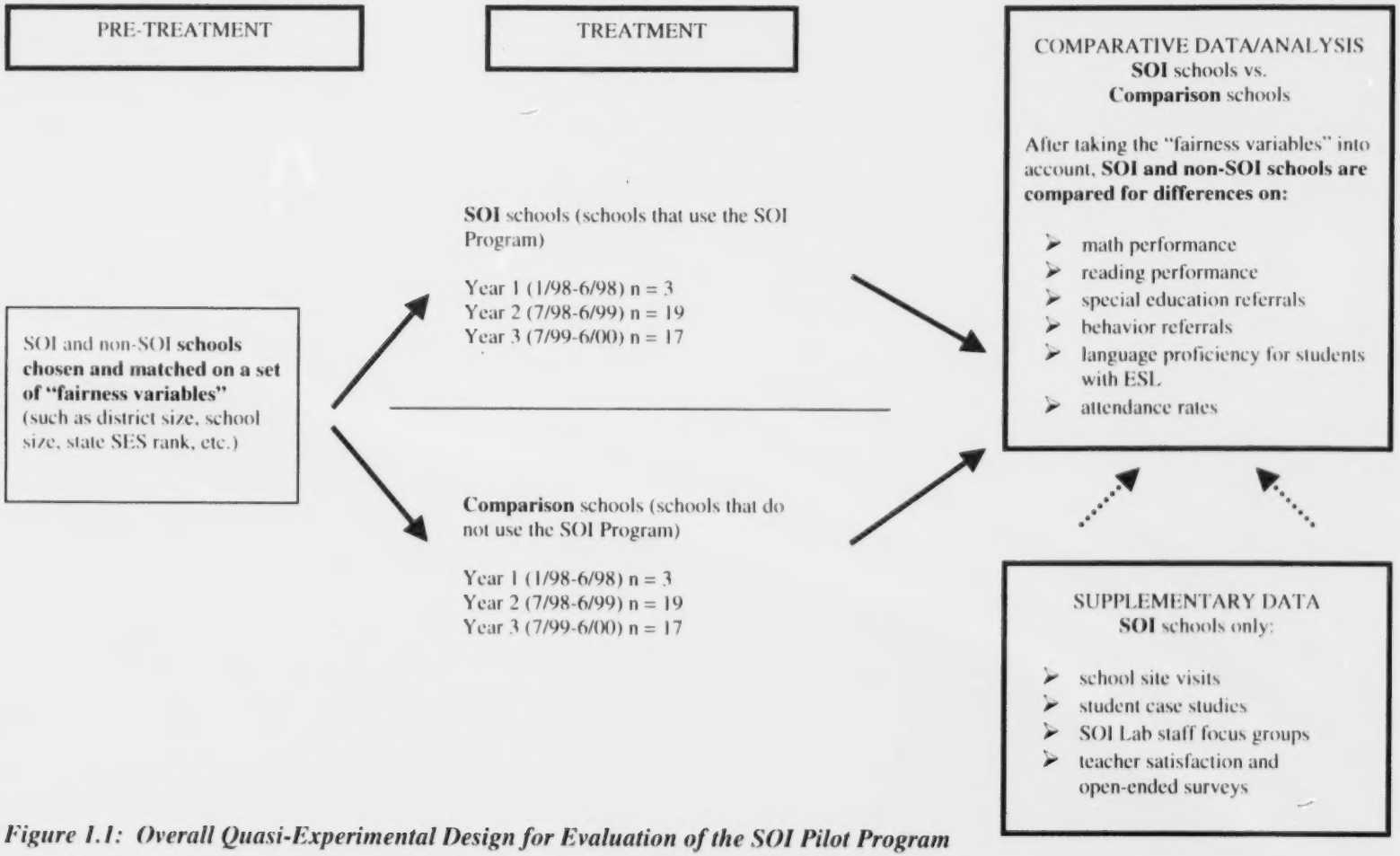
PRE-TREATMENT
TREATMENT
COMPARATIVE DATA/ANALYSIS
SOI schools vs.
Comparison schools
After taking the "fairness variables" into account, SOI and non-SOI schools are compared for differences on:
math performance
reading performance
special education referrals
behavior referrals
language proficiency for students with ESL
attendance rates
SOI and non-SOI schools chosen and matched on a set of "fairness variables" (such as district size, school size, state SES rank, etc.)
SOI schools (schools that use the SOI Program)
Year 1 (1/98-6/98) n = 3
Year 2 (7/98-6/99) n = 19
Year 3 (7/99-6/00) n = 17
Comparison schools (schools that do not use the SOI Program)
Year 1 (1/98-6/98) n = 3
Year 2 (7/98-6/99) n = 19
Year 3 (7/99-6/00) n = 17
SUPPLEMENTARY DATA
SOI schools only:
school site visits
student case studies
SOI Lab staff focus groups
teacher satisfaction and open-ended surveys

Figure 1.1: Overall Quasi-Experimental Design for Evaluation of the SOI Pilot Program

Settings

Introduction

This section of the report provides a summary of each of the 17 schools participating in the SOI Program at the end of Year 3 of the program evaluation. Together the schools comprise a fair sampling of Oregon elementary schools, both demographically and economically. Their locations range from the Portland metropolitan area, central to far eastern Oregon, the Willamette Valley, and the Oregon coast. The schools and school communities vary in economic conditions, available special services, and student population needs.

On the following pages individual school summaries are organized accordingly:

- school photograph;
- surrounding community/city description;
- school site and population description; and
- SOI Lab characteristics.

To provide the reader a snapshot of each pilot school, Table 2.1 at the end of the section further summarizes schools' characteristics and statistics, including unique features, a listing of special programs, and state rankings.

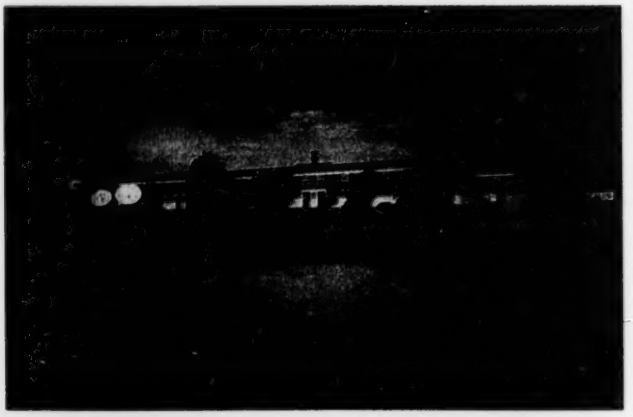

Figure 2.1: Adrian Elementary School, Adrian

Adrian Elementary School is one of the original schools to pilot the SOI Program beginning in 1997-98. The school site is on the edge of the town of Adrian, population estimate 155, a small, rural far eastern town in Malheur County. The nearest major city is Ontario, approximately 25 miles away. Malheur County's primary industries are agriculture, livestock, and food processing, with the school district as Adrian's largest employer. The median household income is at approximately the 77th percentile of the state.

Adrian Elementary reported a K-5 population of 122 students in June 2000. The school shares the same grounds as the middle/high school buildings. This was Adrian's 2nd year with a K-5 configuration (6-8 became separate middle school). The '99-'00 school year was also the principal's 2nd year in the position, although he has served the district for more than 20 years. Adrian also had some previous experience with SOI over 20 years ago. The school has a fairly low socioeconomic status (SES) rank in the state, at around

149 out of 754 for 3rd grade, and 172 out of 734 for 5th grade (higher numbers mean higher SES). Student turnover was last reported as being high, at approximately 27%. Over 60% of the students qualify for free or reduced cost meals.

The SOI Lab at Adrian Elementary began its 3rd year August 30th, 1999, continuing in its own room in the school building. The Lab served about 27 K-5 students through June 2000. A half-time Specialist, who has been in the SOI Pilot Program since its beginning, supervises the Lab and works with K-2 students in the morning; at lunch time the Specialist and a half-time Instructional Aide (1st year in the SOI Lab) work jointly with 3rd graders, and in the afternoon the Instructional Aide works with 1st, 3rd, 4th, and 5th grade students. The Specialist also ran a 2-week SOI summer (1999) program at Adrian with about 30 students across the grade ranges. Four students, or about 15% of those served, completed the Lab portion of the SOI Program at Adrian this school year (there were possibly 2 more graduates in June 2000).

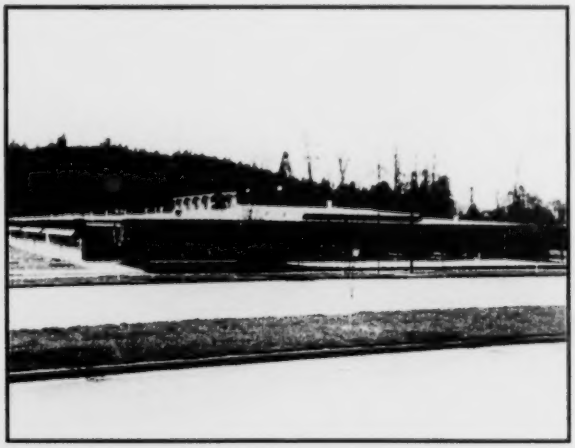

Figure 2.2: Allen Dale Elementary School, Grants Pass

Allen Dale Elementary School is just south of the Rogue River in Grants Pass, population estimate 20,935, a fairly large southwest town in Josephine County. The nearest major city is Eugene, approximately 138 miles away. The county's principal industries are manufacturing durable goods, retail trade, and health services, with a technology company as the largest local employer. The median household income is at about the 76th percentile of the state.

Allen Dale Elementary reported 396 students in grades K-5 June 2000. The school is on a large 22-acre site. Allen Dale is a Title I school, with 56% of the students qualifying for free or reduced cost meals. Allen Dale completed its 2nd year as part of the SOI Pilot Program. Like Adrian, Allen Dale also had some experience with SOI some twenty-plus years ago. The school's staff is reported to be historically consistent; staff remains unchanged since the previous year, and consists of experienced practitioners, varying in age and diversity. The principal, though, completed his last year in the position and is retiring. Allen Dale's SES rank in the state is around 334 out of 754 for 3rd grade, and 352 out of 734 for 5th grade. Student turnover was last reported fairly high at 24%. Four other elementary schools are in the Grants Pass area.

Allen Dale's SOI Lab started with students at the end of September 1999, a few weeks after school started, and ran through the end of May 2000. The Lab is an autonomous room in the school's main building. Allen Dale's SOI Lab is operated by 3 persons: 2 Technicians work with the students, while the Specialist (a classroom teacher) assists the Lab in a supervisory role. This year the Technicians each worked with a group of students simultaneously. In total, 91 students were served, including 15 students returning from

the previous year. By the end of May 2000, 15 students were anticipated to have completed or nearly completed the program.

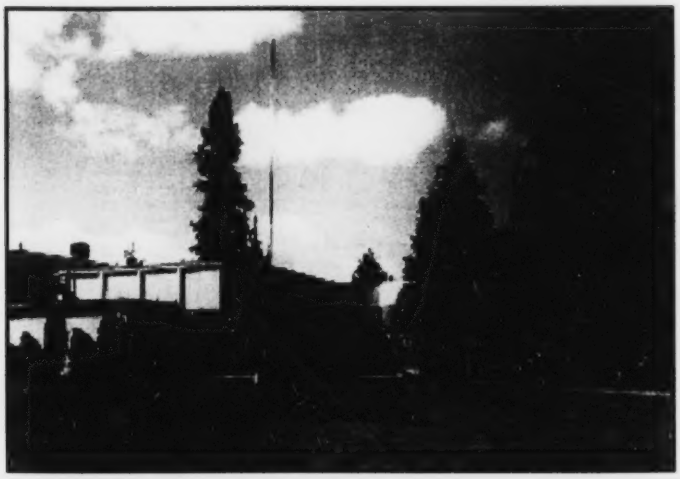

Figure 2.3: Bear Creek Elementary School, Bend

Bear Creek Elementary School is in a neighborhood in the southeast of Bend, population estimate 50,650, a large central Oregon town in Deschutes County. The nearest major town is Redmond, approximately 16 miles away. The county's principal industries are lumber, agriculture, and tourism, with one of its medical centers as the largest local employer. The median household income is at the 91st percentile of the state.

Bear Creek reported 662 students in grades K-5 as of June 2000. This year Bear Creek, serving as the district's "overflow" school, has experienced a high student turnover. The school's SES rank in the state is 406 out of 754 for 3rd grade, and 408 out of 734 for 5th grade. Thirty-six percent of the students qualify for free or reduced cost meals. Eleven other public and a few private elementary schools are in the Bend area.

Bear Creek's SOI Lab began with serving kindergarten students when school began September 7th, 1999, and ran until the end of May 2000. Two SOI Technicians have operated the Lab since fall 1998 when the school joined the Pilot Program. The principal assumes the SOI Specialist role. The Lab space is in the school's main building, and shares its room with an afternoon kindergarten class. A non-parent volunteer who had prior knowledge of SOI also assisted for a while this year. In all, 118 students were served in the SOI Lab at Bear Creek, with an anticipated 2+ students completing or nearly completing the program at year's end.

Evergreen Elementary School is a few blocks from the downtown business area in Redmond, population estimate 12,810, a medium sized central Oregon town in Deschutes County. The nearest major city is Bend, approximately 16 miles away. Like Bend, Redmond's principal industries are lumber, agriculture, and tourism, and in Redmond the school district is the largest local employer. The median household income is at the 91st percentile of the state.

Evergreen Elementary reported 477 students in grades K-5 in June 2000. Rapid community growth has increased class sizes; 2 classrooms were added to help accommodate this growth. The school's 4th-year principal emphasizes parent involvement, attendance, student performance, and literacy. A new behavior system is in place and functioning. Evergreen's SES ranking within the state is around 387 out of 754 for 3rd grade, and 356 out of 734 for 5th grade. Student turnover was last reported at approximately 16%. Forty-

five percent of students qualify for free or reduced cost meals. Six other elementary schools are in the Redmond area.

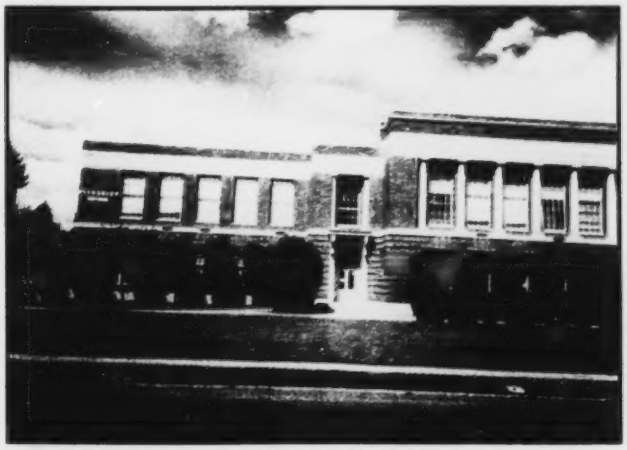

Figure 2.4: Evergreen Elementary School, Redmond

Evergreen's SOI Lab began in the 2nd week of the school year and ran through June 9, 2000. The school has completed its 2nd year in the SOI Pilot Program. The Lab is in its own room in the school's main building. Two persons, who began with the Program at Evergreen, operate the Lab: a certified teacher is the SOI Specialist, and an experienced education assistant is the Technician. This SOI Lab's vision screening piece is highlighted, and funding and vision professionals have been recruited from the community and beyond to enhance this capacity. The Lab also serves a group of "talented and gifted" (TAG) students. About 111 students were served in Evergreen's SOI Lab this year, with 47 students (42%) completing or nearly completing their Programs.

Figure 2.5: Fairview Elementary School, Fairview

Fairview Elementary School is a part of Fairview Community near a major freeway, within the Portland metropolitan area that covers the Multnomah-Washington Counties region. Fairview is specifically in

Multnomah, Oregon's smallest but most heavily populated county, with well over a million people. Gresham, the nearest city, is within 4 miles. In addition to being one of the nation's largest ports, another of the metro area's principal industries is high technology, which is also one of its largest employers. The Fairview community itself has few businesses and is primarily residential, consisting of older, smaller homes.

Fairview reported 454 students in grades K-5 as at June 2000. Many new teachers were hired at Fairview this year, including one "extra" to reduce class sizes. The school reported that its student population again increased quickly this year and re-saturated classes. The school's SES rank in the state is 297 out of 754 for 3rd grade, and 283 out of 734 for 5th grade. Student turnover was last reported quite high, at approximately 22%. In addition, 49% of students qualify for free or reduced cost meals.

Fairview has completed its 2nd year in the SOI Pilot Program. The Fairview SOI Lab ran from the end of September 1999 through June 1st, 2000. The SOI Lab is housed in a modular building adjacent to the school's main building. An SOI Technician (2nd year) operates the Lab alone this year; the SOI Specialist is the Resource Room teacher (newly hired for the year) and is available to assist. The SOI Specialist at Fairview has not participated in SOI training. More than 100 students, both individual and group IPPs, were served this past year, including all students from the previous year. Twenty-five students (25%) completed their SOI Programs.

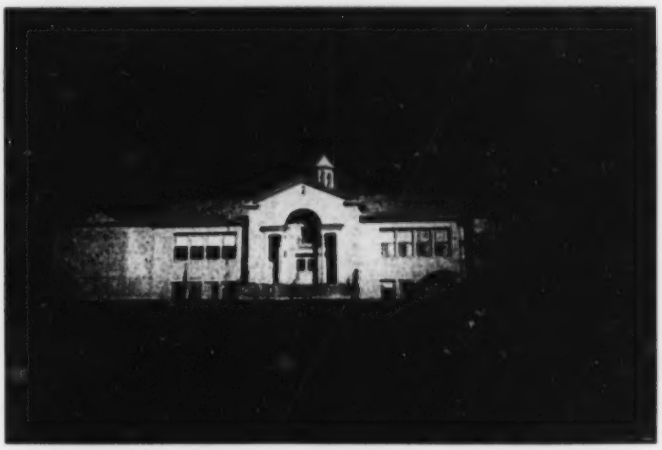

Figure 2.6: Fossil Grade School, Fossil

Fossil Grade School is close to downtown Fossil, population estimate 545, a small north-central town in Wheeler County. The nearest major city is The Dalles, approximately 89 miles away. Agriculture, lumber, and tourism are Wheeler County's principal industries, and Fossil School is the largest employer in Fossil. The median household income is at about the 58th percentile of the state. The school site is next to a major Oregon geological fossil bed.

Fossil reported 60 students in grades K-8 as at June 2000. The principal has held the position for 2½ years. Fossil's SES rank for grades 3 and 5 is unavailable. Student turnover was last reported at approximately 19%. Fifty-three percent of students qualify for free or reduced cost meals. Fossil is the only elementary/middle school in the community.

The SOI Program at Fossil serves grades K-6, and has been in operation for 2 years. The SOI Lab at Fossil began one week after school opened at the end of August 1999, and ran beyond the end of school and through June 2000. The Lab has its own space, housed in the grade school basement. An SOI Specialist and an SOI Technician, (both 2nd year in SOI) operate the Lab, but primarily the Technician works with the

students. Approximately 26 students were served through the year, including several who returned from the previous year. Eleven students (42%) completed their Programs.

Figure 2.7: Goshen Elementary School, Eugene

Goshen Elementary School skirts the southern edge of Eugene, population estimate 136,490, a mid-Willamette Valley town in Lane County. Goshen Elementary is actually a part of the Springfield school district of the neighboring town of Springfield. Eugene is a major Willamette Valley city. Lane County's main industries are agriculture, education (including Oregon's largest public university), and tourism, with one of its medical centers as Eugene's largest employer. The median household income is at the 93rd percentile of the state.

Goshen Elementary reported 121 students in grades K-7 as at June 2000. The school's principal is in her 2nd year as principal. Goshen has few special services for students. The school's SES rank in the state is 341 out of 754 for 3rd grade, and 314 out of 734 for 5th grade. Student turnover was last reported at approximately 11%. Thirty-eight percent of students qualify for free or reduced cost meals. Fifteen other elementary schools are in the Springfield school district, and 29 others are in the adjacent Lane County districts.

Goshen's SOI Lab started shortly after school opened at the beginning of September 1999. The Lab is in one of the school building's wings among other classrooms. An SOI Technician (2nd year) is employed to run the Lab in the mornings, and volunteers her time in the afternoons to work with students. Thirty-seven students were served in Goshen's Lab this year, with 3 students (8%) fully completing their Programs.

Captain Robert Gray Elementary School is one of the original schools to pilot the SOI Program beginning in 1997-98. The school site is above Young's Bay in Astoria, population estimate 9,990, a north coast town in Clatsop County. The nearest major city is Portland, approximately 95 miles away. The Pacific Ocean and the Columbia River border Astoria, whose principal industries include fishing, agriculture, and lumber, with the U.S. Coast Guard as its largest employer. The median household income is at about the 92nd percentile of the state.

Gray Elementary reported 260 students and 10 teachers in grades K-5 as at June 2000. The school is a three-story building, fairly recently updated with new paint and playground equipment. Gray has a 3rd-year principal, and acquired 1 new teacher this year as part of the federal class-size reduction grant. Gray's SES rank in the state is 333 out of 754 for 3rd grade, and 294 out of 734 for 5th grade. Student turnover was last reported at 17%. Thirty-eight percent of students qualify for free or reduced cost meals. Three other elementary schools are in the area.

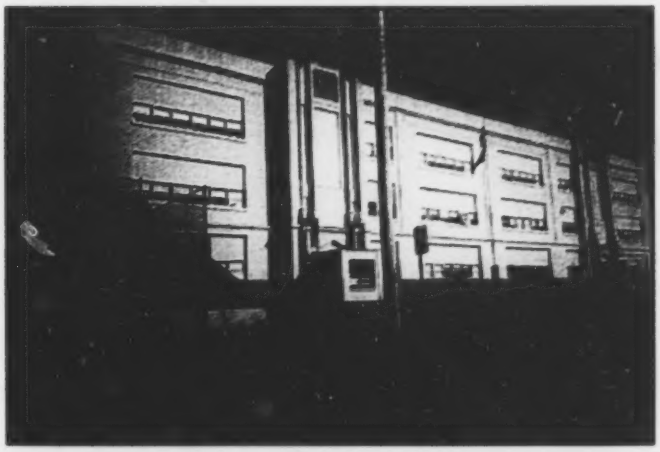

Figure 2.8: Robert Gray Elementary School, Astoria

Gray's SOI Lab, situated in the school building, began its 3rd year in September 1999. One SOI Specialist serves the students in the Lab, as she has done since the beginning. SOI Lab enrollment for this year was 53 students, including students from the previous year. Twenty-five have fully completed the program (47%), with 7 others anticipated to complete by the end of the school year.

McGovern Elementary School is in a residential area in Winston, population estimate 4,655, a southwestern town in Douglas County. Close by is the larger town of Roseburg, 7 miles away. The region's principal industries are timber, mining, and agriculture, with a forest products company as the largest local employer. The median household income is in the 80th percentile of the state.

McGovern reported 491 students in grades K-5 as at June 2000. Decreased enrollment and restructured school boundaries resulted in smaller class sizes. McGovern has a 2nd-year principal and a new assistant principal. McGovern has a low SES rank in the state: 123 of 754 for 3rd grade, and 126 out of 734 for 5th grade. Student turnover was last reported at 25%; the school reports that this year "turnover was high." A high 68% of students qualify for free or reduced cost meals. Two other elementary schools are in the area.

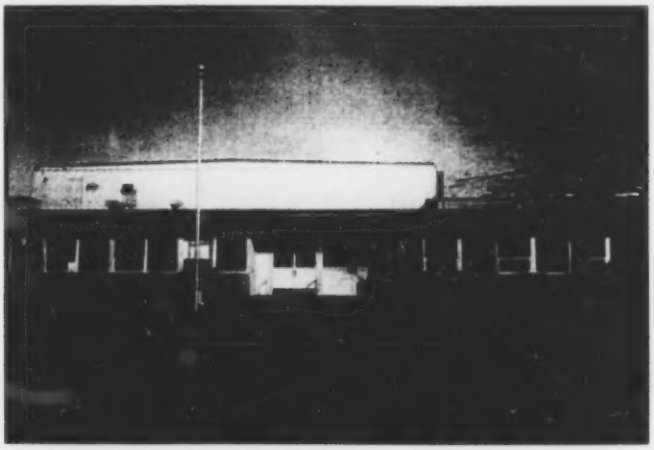

Figure 2.9: McGovern Elementary, Winston

McGovern's SOI Lab began September 13th, 1999, a week after school opened and ran until the 1st week of June. The SOI Lab is situated in its own room in one of the main building's wings and is accessed through a covered courtyard space. The SOI Specialist is 80% Title I; she assists and supervises the Lab and the SOI Technician. The Specialist began the Lab program at McGovern in the 1998-99 school year. The Technician was newly hired this year and trained in SOI; she does much of the running of the Lab's instructional day. Eighty-three students were served this year, and 48 students (58%) completed their programs (including some of the previous year's students).

Figure 2.10: Milner Crest Elementary School, Coos Bay

Milner Crest Elementary School is in Coos Bay, population estimate 15,630, a mid sized central coast town in Coos County. Roseburg is the nearest larger town, 90 miles to the east. Coos Bay's principal industries are wood products, fishing, tourism, and health care, with an area hospital as its largest employer. The median household income is at about the 80th percentile of the state.

Milner Crest reported 212 students at grades K-5 as at June 2000. School enrollment is down from the previous year, and the school reports this year's group of students has significantly "less behavior problems" than the previous year's group. The school's principal had some previous SOI experience before Milner Crest joined the SOI Pilot Program 2 years ago. No new teachers are in the school this year. Milner Crest's SES rank in the state is 422 out of 754 for 3rd grade, and 436 out of 754 for 5th grade. The school reported a seemingly "high turnover of students" for this year; an earlier report indicated student mobility at 20%. Forty-five percent of students qualify for free or reduced cost meals, nearly half of the number reported the previous year. Six other elementary schools are in the district.

The SOI Lab at Milner Crest started the 1st week of September 1999 and ran through June 9th, 2000. The SOI Specialist operates the Lab alone, and has been in the position for 2 years. The space for the SOI Lab is within the school's cafeteria. Additionally, in January the Lab obtained some extra equipment and put it the gym, where 2 groups of K-2 students work alongside each other, led by either the PE teacher or the SOI Specialist. All K-2 students, approximately 100 students, did SOI Lab activities this year. Twenty-nine (3rd-5th) were enrolled in Milner Crest's "regular" Lab, and 1 student (3%) completed the Program, with 2 other students anticipated to finish also.

Rhododendron Elementary School is in Florence, population estimate 6,865, a middle coast town in Lane County. Eugene is the nearest major city, approximately 60 miles east. The area's main industries are agriculture, fishing, and tourism, with the school district as Florence's largest employer. The median household income is at the 93rd percentile of the state.

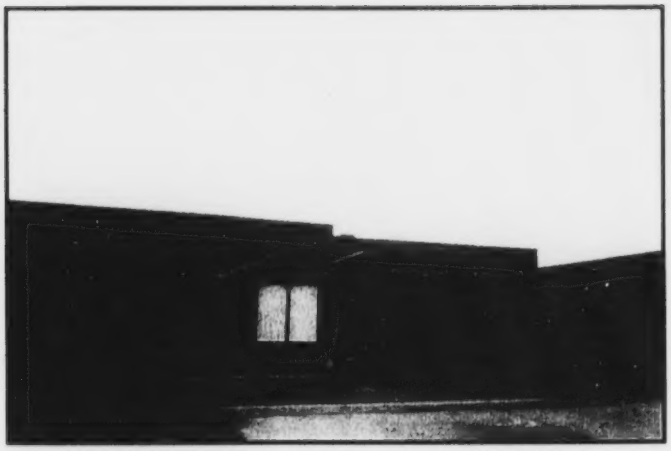

Figure 2.11: Rhododendron Elementary School, Florence

Rhododendron reported 417 students in grades 3-5 as at June 2000. The school's 3rd through 5th grade configuration is somewhat unique. Its site is shared with Rhododendron Primary School, grades K-2. The school's principal and 1 of the teachers are new. The school's SES rank in the state is 250 out of 754 for 3rd grade, and 234 out of 734 for 5th grade. Student turnover was last reported at 14%. About 51% of students qualify for free or reduced cost meals. The K-2 Primary School on the site is the only other elementary school in the district.

This year, Rhododendron Elementary completed its 2nd year in the SOI Pilot Program. This year, teachers' use of the SOI classroom modules was optional. The SOI Lab began with students in September 1999. The Lab is actually housed in the K-2 Primary building, and is connected to the library. As was done the previous summer, the Lab will run a summer session for 8 weeks. The SOI Specialist of record is this year's new principal; she trained the new teacher on module use and took responsibility of troubleshooting module use with classroom teachers. An SOI Technician operates the Lab alone and works with the students. Student numbers in the Lab decreased from the previous year to 10% of the school population. Forty-three students were served this year; 6 students (14%) completed the program by the end of the school year, and approximately 17 others are anticipated to complete or nearly complete their Programs during the summer.

Riddle Elementary School is in the town of Riddle, population estimate 1,220, a small southwestern town in Douglas County. The nearest major city is Roseburg, approximately 25 miles away. The area's main industries are timber, mining, and agriculture, with a forest products company as Riddle's largest employer. The median household income is at the 81st percentile of the state.

Riddle Elementary reported 309 students in grades K-6 as at June 2000. Riddle is a Title I school, with over 60% of students qualifying for free or reduced cost meals. The school began the year with a new principal. No new teachers were hired this year, but some changes in assignments were made. Riddle, like Adrian and Allen Dale schools, has had previous experience with SOI about twenty years ago. This year was Riddle's 2nd year as an SOI Pilot school. Riddle reports high special education and at-risk populations. Riddle's SES rank in the state is fairly low, at 151 out of 754 for 3rd grade, and 146 out of 734 for 5th grade. Student turnover was last reported at 15%. No other elementary schools are in the community.

Figure 2.12: Riddle Elementary School, Riddle

The SOI Lab at Riddle Elementary began in early September 1999, and ran through the end of May 2000. The Lab is in its own room in the school's main building. Last year's SOI Specialist taught in a regular classroom this year, and was replaced by an SOI Technician, Riddle's former Title I assistant in reading and math. The Specialist continues to assist in a supervisory/mentorship role, while the Technician operates the Lab. Sixty-six students were served in Riddle's Lab this year. Seventeen students (26%) fully completed the Program and "graduated," and 6 additional students were anticipated to complete or nearly complete their programs by the year's end.

Figure 2.13: Stella Mayfield Elementary School, Elgin

Stella Mayfield Elementary School is in Elgin, population estimate 1,785, a small northeastern town in Union County. The nearest major town is La Grande, about 17 miles away. The area's principal industries are agriculture, lumber, and education, with a forest products company as Elgin's largest local employer.

The median household income is at the 88th percentile of the state. Stella Mayfield's SES rank in the state is 514 out of 754 for 3rd grade, and 536 out of 734 for 5th grade. Student turnover was last reported at 14%. About 53% of students qualify for free or reduced cost meals. Stella Mayfield is the only elementary school in the area.

Stella Mayfield reported 327 students at grades K-8 in June 2000. This was the school's 2nd year in the SOI Pilot Program, and the principal's 2nd and last year at the school. The teaching staff remained the same as the previous year. A new discipline system was put in place, and several new special programs.

Stella Mayfield's SOI Lab ran through May 2000 in its own room in the school building. An SOI Technician mostly worked with the students and performed the Lab's operations; an SOI Specialist/classroom teacher assisted for about 1.5 hours a day in the Lab. More than 40 students were served this year, and 13 students (32%) completed the Program.

Figure 2.14: Sweetbriar Elementary School, Troutdale

Sweetbriar Elementary School is in the community of Troutdale, part of the metropolitan area around Portland. Troutdale, population estimate 14,175, is in Multnomah County, Oregon's most populated county, with over 1 million people. In addition to being one of the nation's largest ports, another of the area's principal industries is high technology, which also is one of its largest employers. Troutdale is largely a middle class community.

Sweetbriar Elementary School reported 543 students in grades K-5 as at June 2000. The school is in a well-maintained residential district, and in a newer building that features an open classroom design. To replace 5 retirees, 5 new teachers were hired to fill slots in 1st grade, PE, Title I, counseling, and special education. Otherwise, teachers at Sweetbriar "loop," staying with the same students from year to year. Sweetbriar's SES rank in the state is high, 668 out of 754 for 3rd grade, and 662 out of 734 for 5th grade. Student turnover was last reported as low, at approximately 6%. Twenty-seven percent of students qualify for free or reduced cost meals.

The SOI Lab at Sweetbriar began its 2nd year in the Pilot Program mid-September 1999. The Lab moved from last year's contained classroom to this year's space in the common entrance hall/cafeteria of the school's main building. The Lab staff also decreased from 2 SOI Technicians to 1 this year, with the principal maintaining the role of SOI Specialist. The Technician operates the Lab alone. Of the 62 students who were served this year, including holdovers from the previous year, 11 students (17%) completed the SOI Lab Program at Sweetbriar.

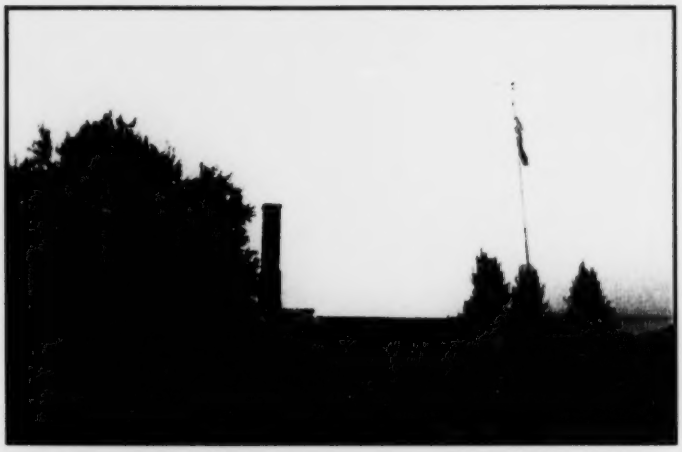

Figure 2.15: Thurston Elementary School, Springfield

Thurston Elementary School is in Springfield, population estimate 52,945, a large mid-Willamette Valley town in Lane County. The city of Eugene is adjacent to Springfield. The principal industries in the area are agriculture, education, and tourism, with the school district as Springfield's largest employer. The median household income is at the 94th percentile of the state.

Thurston Elementary reported 385 students in grades K-5 as at June 2000. The school is on the edge of a residential area, and the building has large classrooms and hallways. One extra classroom was added this year, resulting in slightly smaller class sizes. Thurston's SES rank in the state is fairly high, at 611 out of 754 for 3rd grade, and 595 out of 734 for 5th grade. Student turnover was last reported at 16%. Twenty-four percent of students qualify for free or reduced cost meals. Eleven other elementary schools are in Springfield.

Thurston's SOI Lab opened at the end of September 1999, a few weeks after school started. The 1999-2000 school year was Thurston's 2nd year in the SOI Pilot Program. An SOI Specialist operates the Lab alone. An IDS representative assisted the Specialist in setting up the room this year, as the Lab space is shared with the school's music program. The SOI Lab served 91 students this year, and about 31 students (34%) "graduated," including over 20 K-2, and 11 3rd-5th grade students.

Warrenton Grade School is in the town of Warrenton, population estimate 4,205, a northern coastal town in Clatsop County. Astoria is the nearest city, approximately 5 miles away. The principal industries in the area are fishing, lumber, and agriculture, with a sawmill as Astoria's largest employer. The median household income is at the 92nd percentile of the state.

Warrenton Grade School continues to be the largest of the schools in the SOI Pilot Program, having had 553 students in grades K-8 as of June 2000, although enrollment was down a bit from last year. The school is in a residential area on the town's west side, not far from Fort Stevens. A *Goals 2000* state grant for reading recently ended at the school, although the school schedule was rearranged to allow for work to continue with students nearly at benchmark. Warrenton's SES rank in the state is 414 out of 754 for 3rd grade, and 394 out of 734 for 5th grade. Student turnover was last reported at 13%. About 46% of students qualify for free or reduced cost meals. No other elementary schools are in the town.

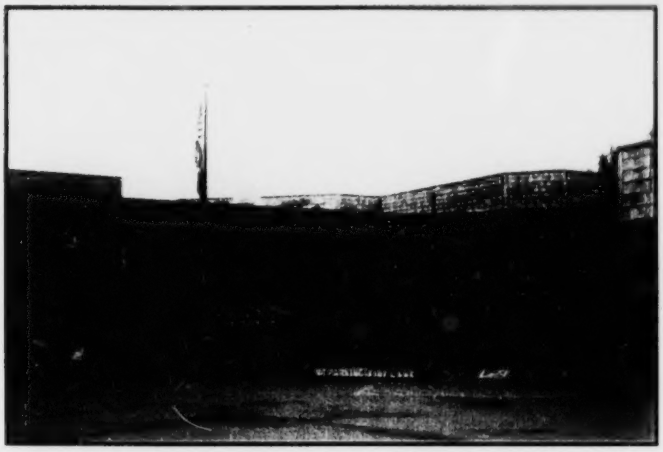

Figure 2.16: Warrenton Grade School, Warrenton

The SOI Lab at Warrenton School began its 2nd year in the SOI Pilot Program mid-September 1999, and ran through the end of the school year, mid-June 2000. The SOI Specialist and Technician who operated the Lab the prior year ran the Lab again this year in the same room in the school's main building. An instructional aide also assisted with one autistic student. A total of 98 individual and group IPP students were served, including students who began the previous year. Twenty-one students (21%) have completed the Program this year.

Figure 2.17: Whitworth Elementary School, Dallas

Whitworth Elementary School is in Dallas, population estimate 12,870, a medium-sized, north-Willamette Valley town in Polk County. Salem, the state's capitol, is the nearest major city, approximately 13 miles away. The principal industries in the area are agriculture, forest products, and heavy manufacturing, with a producer of circuit boards as Dallas's largest local employer. The median household income is at the 98th percentile of the state.

Whitworth Elementary reported 418 students in grades K-5 as at June 2000. This year was the school's 2nd year in a K-5 configuration (changed from 1-5), and the 2nd year in the SOI Pilot Program. Three new

1st-year teachers were hired for grades 1 and 2. Whitworth's SES rank in the state is 410 out of 754 for 3rd grade, and 384 out of 734 for 5th grade. Student turnover was last reported at approximately 22%. About 40% of students qualify for free or reduced cost meals. Four other elementary schools are in the area.

The SOI Lab at Whitworth began at the end of September 1999 and ran into June 2000. The room is in a modular building on school grounds. Two staff, returning from last year, operated the Lab. This year they served all kindergarten students; each kindergarten teacher accompanied their students and assisted. A total of 147 students were served in the lab this year, including 66 Kindergarteners. Six students (4%) completed the Program, with an additional 5 students anticipated to be finished by the end of June 2000.

Table 2.1: SOI Pilot School Features 1999-2000

Variables	1999-00 SOI Pilot Schools				
	Adrian	**Allen Dale**	**Bear Creek**	**Evergreen**	**Fairview**
School Size	122	396	662	477	454
Location	Adrian Tiny far eastern town (Pop. 155)	Grants Pass Southwestern city (Pop. 20,935)	Bend Central city (Pop. 50,650)	Redmond Central town (Pop. 12,810)	Fairview Large northwest metro area (Pop. 6,270)
Special/Unique Contextual Issues	Third year as SOI Pilot school. Second year with K-5 configuration (new middle school). Principal's 2nd year; but came to the district 20+ years ago, when he reports having had some experience with SOI. Special programs include Accelerated Reader, Math Plus, Boy's Town (social behavior oriented).	"Program of Merit" Title I School. Building staff experienced. Special programs include Goals 2000 grant for math, Accelerated Reader, STAR (district-wide program for severely emotionally disturbed children), Accelerated Math, discipline committee and plan. School had previous experience with SOI 20+ years ago.	Special programs include Title I, CHIPS (behavior and academic at risk), SMART (reading program), special buddies, Family Advocate Network (FAN), and Children at Risk in Elementary (CARE).	4th year principal emphasizes literacy, parent involvement, and attendance. School/community growing; classrooms increasing in number alongside class size. New Effective Behavior System in place. Protected reading program: students not removed for pullouts during reading time. Special programs: Accelerated Reader, SMART, Reading Tree, STAR, U of O does reading fluency, special education, Math Morning.	Split-level classes and several new staff. Special Programs include ESL after-school homework help. Counselor teaches "life-skills."
School Features					
% Student Mobility (1997-98)	27.1	24.2	10.7	16.3	21.8
% Free/Reduced Meals (1999)	60.4	56.0	36.2	45.0	48.9
3rd Gr SES (1-754)	149	334	406	387	297
5th Gr SES (1-734)	172	352	408	356	283
Attendance (1999-00)	94.0	95.0	94.0	94.0	93.3
1998 Scores from the Oregon Statewide Assessments					
3rd Gr Reading	208	207	212	209	209
3rd Gr Math	201	201	208	203	204
5th Gr Reading	217	220	218	222	216
5th Gr Math	215	218	218	219	219
1999 Scores from the Oregon Statewide Assessments					
3rd Gr Reading	209	211	212	210	207
3rd Gr Math	204	205	209	206	203
5th Gr Reading	224	223	219	221	217
5th Gr Math	228	219	220	219	215

Table 2.1 continued: SOI Pilot School Features 1999-2000

Variables	1999-00 SOI Pilot Schools					
	Fossil	**Goshen**	**Gray**	**McGovern**	**Milner Crest**	**Rhododendron**
School Size	60	121	260	491	212	417
Location	Fossil Small north central town (Pop. 545)	Eugene Mid Willamette Valley city (Pop. 136,490)	Astoria North coast town (Pop. 9,990)	Winston Southwestern town (Pop. 4,655)	Coos Bay Southern coast town (Pop. 15,630)	Florence Middle coast town (Pop. 6,865)
Special/Unique Contextual Issues	School-wide focus on math problem solving (part of CDIP). School Programs: Accelerated Reader, STAR, Great Books series, Success in Reading, 1st-4th graders all doing violin "to try and achieve Mozart effect:" an increase in academic performance.	K-7 configuration; 2nd year principal. Teachers instruct PE. School has full-time counselor. Special Programs include Resource Room, Speech, and OASIS: senior citizens read with students.	3rd year in SOI Pilot; 3rd yr. principal.	Title I School. School boundary changes this year-decreased enrollment. New assistant principal. Special programs: Spec. Ed. with ERC and LRC, SMART, TAG, Accelerated Reader, STAR, DARE program, and before and after school 'extended day' for students to work on CIM strands.	Decreased enrollment from previous year; high student turnover; fewer behavior problems with current population. Special programs: Accelerated Reader, STAR, extra computer math activities after school.	Unique 3-5 configuration. New principal this year. Title I.
School Features						
%Student Mobility (1997-98)	18.6	10.6	16.7	24.7	20	13.7
%Free/Reduced Meals (1999)	52.6	38.4	37.5	68.1	45.1	50.8
3rd Gr SES (1-754)	nr	341	333	123	422	250
5th Gr SES (1-734)	nr	314	294	126	436	234
Attendance (1999-2000)	93.7	94.8	93.8	93.3	94.6	nr
1998 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	nr	211	212	210	213	209
3rd Gr Math	nr	206	205	206	202	206
5th Gr Reading	216	219	219	220	223	218
5th Gr Math	215	221	216	219	219	217
1999 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	nr	211	208	210	209	213
3rd Gr Math	nr	208	205	206	204	208
5th Gr Reading	225	221	220	221	216	220
5th Gr Math	220	219	218	218	213	219

Table 2.1 continued: SOI Pilot School Features 1999-2000

Variables	1999-00 SOI Pilot Schools					
	Riddle	**Stella Mayfield**	**Sweetbriar**	**Thurston**	**Warrenton**	**Whitworth**
School Size	309	327	543	385	553	418
Location	Riddle Small southwestern town (Pop. 1,220)	Elgin Small northeastern town (Pop. 1,785)	Troutdale Large northwest metro area (Pop. 14,175)	Springfield Large mid Willamette Valley town (Pop. 52,945)	Warrenton Northwest coastal town (Pop. 4,205)	Dallas North Willamette Valley town (Pop. 12,870)
Special/Unique Contextual Issues	Title I School. New principal. School had experience with SOI 20+ years ago. Special Programs: Spec. Ed., Speech; behavior specialist, Accelerated Reader, Read Well, Reading Mastery (direct instruction), Distar Math in Title I, SMART.	New school discipline system. Principal of 2 years is leaving. Several new programs in the district.	5 new staff replacing retirees. School has a staff that runs different programs throughout the year after school. Special Programs: LRC (Spec. Ed. Resource Room), Start Your Engines (counseling/ behavioral), 1000 Minutes (reading program), and Math Night.	School has volunteers for literacy, after school chess program run by retired math teacher, reading fluency lab with peer tutors, Resource Room, Read Well for primary, 4-5 graders on Project WET. Few special reading and no behavior or math programs.	New Title I teacher. Special Programs: Title I, STAR, SMART, Lunch Buddies, and First Steps (a behavior/ discipline program).	2nd year with Kindergarten in configuration. 3 new 1st year teachers. Special Programs: Lunch Buddies, Reading Buddies, Peer Reading, program for emotionally disturbed children. "Pull out" programs: Spec. Ed., Title I reading, Physical Education, Music, and Bible study.
School Features						
%Student Mobility (1997-98)	15.5	14.2	6.2	16.3	13	21.7
%Free/Reduced Meals (1999)	60.2	52.9	27.3	24.0	45.6	40.3
3rd Gr SES (1-754)	151	514	668	611	414	410
5th Gr SES (1-734)	146	536	662	595	394	384
Attendance (1999-2000)	94.1	98.1	94.0	94.5	93.8	94.8
1998 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	203	205	210	208	213	200
3rd Gr Math	198	201	206	205	208	200
5th Gr Reading	218	216	218	217	218	216
5th Gr Math	215	219	218	217	219	212
1999 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	205	207	210	209	211	203
3rd Gr Math	199	204	208	206	210	203
5th Gr Reading	217	219	221	219	216	219
5th Gr Math	216	220	218	217	215	216

SOI Program Implementation

Though not a specific question posed in the design of the evaluation of the SOI Model School Program, a description of the implementation of the Program is necessary to better understand program effects. The issue of implementation is important for many reasons, including, importantly, the evaluation's ability to explain observed outcomes, as well as the *likelihood* that program implementation would vary across the seventeen sites. Described here are three areas related to implementation: 1) actions taken by IDS related to materials, training and technical assistance; 2) operation of the SOI Learning Centers within the schools; and, 3) implementation of the SOI curriculum modules by classroom teachers.

Sources of evidence the evaluation team compiled and used to describe the nature and levels of implementation include: 1) site visits by the Teaching Research evaluation team at each of the seventeen participating schools (each school was visited three times during the academic year; refer to Appendix 3 for specific dates of the site visits), 2) interviews with SOI personnel at each school, as well as the building administrators, focus group sessions held with SOI personnel from each school (2 sessions were held, April 13-14, 2000), and 3) teacher satisfaction surveys collected at mid-year and again toward the end of the 1999-2000 academic year. In keeping with a promise of confidentiality made to all school-based participants, no names or other identifying information are used in describing the training for and the implementation of the SOI Program in the participating schools.

Introduction

The 1999-2000 academic year marked the third year of SOI Program implementation for two of the pilot schools (Gray Elementary in Astoria and Adrian Elementary in Adrian) and the second year of implementation for the remaining fifteen schools in the pilot program. The 1999-2000 academic year also marked the first year of new two-year contracts between the schools and IDS. In general, funding to the schools from the state for the SOI program was reduced from previous levels. This reduction in funds affected both the timing of implementation activities (schools were uncertain of funding levels and were thus unwilling to commit to contracts with the SOI Lab employees until actual dollar amounts were known) and the delivery of materials from IDS to the schools (contracts between some districts and IDS were delayed until the funding levels were known, which affected the timing of the delivery of the classroom modules and other material to some of the schools). In some cases SOI Lab staffing levels were also reduced, and several schools were forced to curtail the hours the SOI Lab operated, or to reduce the number of staff working in the Lab, or both. Comments from two building principals illustrate this:

- "...[There were] considerable budget changes this year (last year we had $68,000 for one year; now it's $90,000 for two years). BRIDGES helped out—offered a 10% break on materials if school signs up for two years (maybe [this school] could pick up surplus money from drop-out schools)—otherwise we will have to pick up the money from general budget funds. The current intention is to finish the program. [i.e., continue through school year 2000-2001]."

- "Budgeting is a problem-we got $55,000 for two years (last year we got $60,000 and returned $5000); we cut hours and absorbed ___ and ___-18 hours down from 24. We can cover the program but it does leave it kind of tight."

A comment from an SOI Lab Specialist illustrates the effect the reduced funding levels had on the implementation of the program at some of the schools:

- "I'm busier this year because I don't have [an aide] this year. Same amount of kids; [a] waiting list for 14 younger kids. I do 3 at a time instead of 6 like last year. Scheduling challenging—kids miss PE and music so they don't miss academics. I teach before and after school classes, [because] the parents hate to have them miss anything in the day."

In general, despite reduced funding levels and varied starting times for SOI schools, the SOI Lab Specialists and Technicians reported a relatively smooth start to the school year and, compared to the first year of implementation for most of them, a relatively smooth year, due largely to experience gained the previous year. In the sections to follow, more specific information on the activities of each group (IDS, SOI Lab Specialists and Technicians, and classroom teachers in the SOI schools) related to implementation of the program is provided.

IDS Implementation

SOI Lab Specialists and Technicians expressed both praise and criticism for IDS' materials and technical assistance efforts over the past academic year. The packaging of the classroom modules into spiral-bound booklets was met with considerable praise by SOI Lab staff, and from their reports, by classroom teachers. SOI Lab Specialists and Technicians also noted an increase in the timeliness of responses to their questions suggesting, to some, a change in IDS' attitude toward them.

On the other hand, SOI Lab Specialists and Technicians continued to ask for additional training and information regarding the implementation of SOI activities and the model, or theory, on which the Program rests. The Specialists and Technicians also expressed frustration with what they perceived as inconsistent answers to questions. During the focus group sessions, for example, it was not unusual for participants to discover that different answers had been offered to similar questions, or that information provided to some SOI Lab Specialists did not find its way to others.

Materials

On receiving signed contracts from each SOI pilot school continuing in 1999-2000, IDS provided a materials packet that included new classroom activity modules for each school's teachers, and updated information for SOI Lab Specialists and Technicians. Delivery dates for the materials packets varied by when the contracts were completed and received; in some cases the process was timely and the materials arrived easily in time for the beginning of the school year. In other cases delivery was delayed, which set back beginning the implementation of SOI Lab and/or classroom modules. This year, IDS packaged the classroom modules in spiral-bound booklets, as opposed to loose-leaf packets of the previous year. Nearly all SOI Lab Specialists and Technicians expressed pleasure with this new packaging of the materials and indicated that classroom teachers were also very happy with the modules:

- "No materials yet [October 1, 1999]; contract signed and mailed about two weeks ago; [it was] held up due to IDS wanting a 2 year commitment—the funding was decreased and [the] superintendent could not commit for 2 years; will apply for additional grant money to make up the difference."

- " [The] modules arrived Friday before school started—[we] scrambled a bit but we got it going; [we were] unsure about giving the 1st and 2nd grade teachers the whole bound booklet. They love it; [the teachers] really like the teacher's edition and explanation of modules and key; (SOI Lab Specialist) thinks it makes a lot more sense."

Training

IDS provided training sessions for newly hired SOI Lab Specialists and/or Technicians. Those attending the training sessions were primarily new Technicians hired as replacements for Technicians who had taken other positions. Those interviewed said the training was scheduled at a good time, was well done, and presented very useful information: "[Technician] felt the training was very good. It helped to have had two weeks in the Lab before the training."

In addition, a general meeting, open to building administrators, SOI Specialists, and Technicians was held in Vida, Oregon on April 28th 2000. During this meeting Dr. Robert Meeker presented information relevant to the SOI model of instruction and Diane Hochstein, also of IDS, presented information on the interpretation and use of SOI assessment results in developing individual program plans for SOI Lab students. Several of the SOI Lab Specialists who attended this meeting described it as very helpful and informative, although also illustrating how much, many of them felt, they have yet to learn about the SOI model and program and illustrating as well the need for continued training:

- "[April]) 28th meeting in Vida: Great to meet Diane Hochstein—very motivating and inspirational. The whole morning was spent analyzing test scores and figuring out areas kids need the most help in. You need to do it over and over to learn beyond the basics."

- " [It] was really interesting—gave me more training on test results and memory kits and how they will structure things for next year. Really found it valuable; it gave me more insight, especially for the memory aspect of it. Excited about it but also disappointed due to funding—SOI Lab will run (next year) with ½ time person (Title I) and probably Lab only."

Technical Assistance and Support

IDS continued to provide technical assistance and support to the Program schools. This assistance and support included staff availability via telephone (1-800 number) for questions concerning implementation issues, e.g., proper procedures for a given task, or logistical concerns surrounding the materials provided. Technical assistance in the form of school site reviews was also provided: IDS representatives visited each school twice this year and reviewed the operation of the SOI Lab, its physical characteristics, and procedures. In one instance where a Lab was moved due to space constraints (see section to follow on SOI Lab implementation) IDS sent a representative to assist in the configuration of the new Lab.

The SOI Lab Specialists and Technicians said they were pleased with IDS' responsiveness to their questions and concerns. Generally, they expressed confidence they would receive a response to their questions quickly or that problems with materials shipments would be resolved:

- "IDS contacts: Just today. Supplies of some things were extra—am sending them back and will get credit; relations with them [are] much better this year—last year a bit tight."

- "I agree. Had complaints about the modules. Now IDS is treating us like we have a right to know what's going on and why."

- "It's been much better this year. Better level of respect. More open to ideas and questions. Not so much, 'this is the way we do it; this is the way it is.'"

- A lot of ideas from the focus group [hosted by the Year 2 evaluation] were incorporated this year—that's good. One [IDS] person that we'd previously had problems with had changes in attitude."

- "I was thrilled with [IDS'] willingness. I was short lots of workbooks this year. I went to the principal, he said at the end of the school year ask roughly how many kids? But not, how many at this level or that level? I found out this year I could get workbooks for blends [classrooms with two grades, e.g., grades 1 and 2]. I had to order more. I thought, oh, no! I'll have to spend all the money for the year on workbooks. I called BRIDGES and they said, 'Oh, you didn't get what you needed to start the year', and they sent me all I needed for free. They were very willing. Have had to change and reorder books, too, and they've been willing to trade, send free, accept mistakes."

- "Whenever I call they get back right away. Had wonderful feedback from Texas about talented and gifted. They scored a drawing from a talented and gifted student for us because it was so elaborate. [IDS person] gets back to us."

On the other hand, the SOI Lab Specialists and Technicians expressed the desire for updated training, or "refresher" sessions. During several site-visit interviews the Lab Specialists and/or Technicians said they had asked their IDS representatives for such training sessions and had received what they perceived as noncommittal responses:

- "We haven't heard from anyone else at IDS; there was some talk about a meeting [bringing together SOI school staffers] but we haven't heard anything..."

- "...No contact from IDS. [I have] called 2-3 times, [was] told scheduling is being set up, but nothing scheduled."

- "...Not heard about any refresher training and [I am] surprised about that. I thought there would be due to changes [in staffing and procedures]."

The school site review visits were seen as useful and the IDS staff making the visits was viewed as both knowledgeable and helpful. Some SOI Lab Specialists were critical of the timing of the visits; a number of Lab Specialists, for example, said that site review visits did not occur until late winter or early spring of the year and that these visits were sometimes followed by a second visit perhaps a month later. Those SOI Lab Specialists who had been visited relatively late in the year expressed the wish that the site review visits could have occurred earlier in the academic year, so any procedural issues could be resolved and they (the Lab Specialists) could be reassured they were implementing the Program appropriately.

A more persistent issue, and one that continued from the Year 2 evaluation, concerned the inconsistency of responses to questions about procedures and the day-to-day operation of the Lab. When together for the focus group interviews many SOI Lab Specialists and Technicians were surprised and frustrated to learn that they had received different answers to similar questions about procedures:

- "When you have different trainers—like, you had [IDS person], us [IDS person], last year [IDS person]—it would be nice to get all the same."

- "I lost my help. I wasn't told I could break my class in half, and didn't have to take all the kids from last year back. [IDS person] said, 'how do you do this? Why do you have so many kids?' I told her this was my job-to serve 20%. She told me no one else has this many kids. So, why didn't anyone tell me?"

SOI Lab Implementation

As stated previously, the Teaching Research evaluation team visited each SOI school 3 times during the 1999-2000 academic year (once in Fall, once in Winter, and once in Spring,). During these visits the evaluation team interviewed SOI Lab Specialists and Technicians and, when available, school administrators. Interviews typically covered areas of implementation, progress of children through their individual programs, interactions with IDS, classroom teacher and other building staff reactions to the SOI Program, and the fidelity of implementation of the Program, following IDS' requirements, within each school.

SOI Lab activities at each of the seventeen schools began sometime within a month of the start of the school year. The dates when SOI Lab activities began in each school varied according to when IDS received the completed contract from the school. The date of receipt of the contract affected the delivery of classroom and Lab materials to the schools; in some cases the schools had these materials well before their starting date while in other cases up to a month had elapsed between the start of the school year and the delivery of the materials.

Also, funding to most schools for the SOI program was reduced. The budget reductions were generally accommodated within the Program through reduced hours for the staff, or staff reductions, or both in some cases. In addition, the location of the Lab within a school could change as space issues surfaced due to increased enrollment or class size reduction efforts. For example, the SOI Lab was moved and provided shared space with a ½ day kindergarten program at one school, a music program in another school, and, in a third school, the Lab was moved from an enclosed, self-contained room to an open space that is part of the school's common entrance area/hall.

Personnel changes also occurred due to both budget reductions and staffing changes. All changes resulted in either the same number of persons available to staff the SOI Lab or a reduction in the number of people running the Lab. In nine schools, one person operated the SOI Lab with limited, or no, assistance from other staff. Parent volunteers assisted in some Labs as well. In most instances where there was one person operating the SOI Lab that person was considered the SOI Technician and a certified teacher or the building administrator was designated as the SOI Specialist for that building.

In beginning SOI Lab operations for the academic year, SOI Specialists and Technicians first confronted the issue of which children in the school would participate in the Lab. The majority of children participating in the Lab from the previous academic year (1998-1999) did not complete their Program by the end of the year. Several Specialists said that IDS had recommended that *all* children in a school be considered for referral to the Lab at the beginning of the school year, that prior participation in the Lab did not automatically ensure a spot in the Lab this year, and a child who had participated in the Lab last year but who was not referred this year should be considered "a success" and not served:

- "IDS has provided a new directive: If a student has finished ½ to ¾ of their IPP, and shown improvement, he can be released from the SOI Lab, and a new student brought in…Also, IDS has said that the SOI school staff should relax somewhat on the level of quality it is enforcing/seeking in counting replications, so that students are able to progress through their IPPs at a faster rate. The upshot from IDS for this year: They want to see more students going through the SOI Lab program."

Some SOI Specialists said they did not agree with this recommendation:

- "[We were] told [by IDS] to start over with referrals. I felt like we wasted last year—go through the referral program and if old kids [are] not referred again-consider them a success. [I] talked to ____ at IDS and asked if state [Department of Education] knows that and is ok with that?"

In most cases SOI Specialists began the academic year by selecting those students from the previous year who neared completion of their Programs and then taking teachers' referrals for additional children for the remaining places in the Lab. One school, for example, developed the following process: SOI school staff reviewed each child from last year; if the child had not completed ½ to ¾ of his/her program but had shown substantial improvement, then he or she would continue in the SOI Lab.

In addition to the children referred to and participating in the SOI Lab, some schools also began including entire classes of kindergarten students in the Lab Program. The SOI Specialist from one school doing this described how the kindergarten classes were integrated into the Program. The teacher accompanied her students to the school's gymnasium and then, with the Specialist, divided the class into two groups and had each group rotate through some of the psychomotor activities from the SOI program:

- "We do SOI with every [kindergartner]—combined SOI and PE— ½ do SOI half the time and then switch. We now have 6 extra trampolines, so all the kids can know it. That way you can tell the kids who don't need the work. I move them slowly and rotate them. I track groups, and yes, trained my volunteers to watch. I focus on my Lab kids."

Despite the varying start dates and differences in referral and selection procedures, SOI Lab Specialists and Technicians who returned from the previous year or previous two years indicated that this academic year went relatively smoothly for them. They felt the previous experiences they had with the Lab had prepared them to operate the Lab more effectively this year. They knew the Program and many of the children and felt the building staff had a better understanding of the Program. Many Specialists described adaptations or modifications to the SOI procedures they felt were more effective than those prescribed by IDS:

- "(We) like our referral form better than the IDS form; we'll use our own and transfer the data to the IDS form later."

During the focus group sessions, held in April 2000, SOI Specialists and Technicians were asked to rate the fidelity of their schools in following the prescribed activities for implementing the SOI Program. A 1 to 10 rating scale was suggested with a rating of 1 representing no fidelity and a rating of 10 representing complete fidelity. Table 3.1 presents the ratings provided by SOI Specialists and Technicians for their respective schools followed by a sample of comments illuminating the ratings given.

Table 3.1: SOI Specialist and Technician Ratings on the Quality of Implementation for SOI Classroom Modules.

School	Rating	School	Rating
1	**9**	8	**8**
2	**8-9**	9	**9-8**
3	**7**	10	**8**
4	**8**	11	**8**
5	**8**	12	**7.5-8**
6	**9**	13	**8**
7	**9**		

Note. Ratings were made on a 1-10 scale with 1 being lowest fidelity implementation and 10 being highest; one Specialist/Technician did not provide a rating.

Following are related comments from focus group participants:

- "8 to 9. School basically follows; amended a couple of things on memory thing; we adapted words. That's the only deviation."
- "8 to 9. We've come up—last year it was 7 or 8?"
- "7.5 to 8, including the modules. Some things don't work well for a large group public school setting, so some things we've amended. Deviated a little from instructional methods. We make an attempt at the beanbag eye motion. We find they don't progress if keep doing at an early stage. So, we pass over it and go back at a later time That's the biggest thing we deviate from. We try and find what's best."
- "8. I have teachers [who] allow children to use SOI as free time—a filler. [I'm] trying to impress [that] SOI is important... Teachers can't find time, too frustrated (older grades)."
- "9 at first, and the last quarter is full of testing, field trips, etc., and it goes down to 8."
- "7, maybe 6, because the teachers aren't fully on board with the modules. An 8 as far as getting materials out to teachers, but the principal is willing to let the modules slip in order to keep the Lab."

Despite the reported smooth running of the SOI Labs during the academic year, relatively few of the students participating in the Lab completed their Programs during the year. For this academic year approximately 22% of all students participating in the SOI Lab Program completed their program as of the third school site visit by the evaluation team. In some cases, SOI Lab Specialists and Technicians indicated that additional children were likely to complete their programs by the end of the Lab's activities for the year. The 22% completion rate compares favorably with the 9.8% completion rate reported by the SOI schools for the Year Two evaluation. Nevertheless, this completion rate is considerably below the rate described by SOI Program developers. Individualized programs were designed to be completed within 7 months, or the equivalent time span of a normal school year (R. Meeker, personal communication, Vida, OR, November 19, 1998).

Table 3.2 presents the number of students served by the SOI Lab in each pilot school and the number of students who were reported as completing their programs this academic year.

Table 3.2: Numbers of Children Served in SOI Learning Centers and Numbers of Completing their Programs

School	Children Served	Number Completing	Percent Completing
Adrian	27	4	15
Allen Dale	91	0 (as of 5/5/00)	0
Bear Creek	118	0 (as of 5/12/00)	0
Evergreen	111	47 (as of 5/12/00)	42
Fairview	100	25	25
Fossil	26	11	42
Goshen	37	3 (as of 5/19/00)	8
Gray	53	25	47
McGovern	83	48	58
Milner Crest	29 (plus all K-2 children)	1	3
Rhododendron	43	6 (as of 5/16/00)	14
Riddle	66	17 (as of 5/5/00)	26
Stella Mayfield	40	13	32
Sweetbriar	62	11 (as of 5/30/00)	17
Thurston	91	31	34
Warrenton	98	21	21
Whitworth	147 (includes all K children)	6 (as of 5/30/00)	4

SOI Lab Specialists and Technicians discussed their views of why students were taking considerably longer to complete their individualized programs than might be expected, given the statements made by the SOI program developers that individualized programs are designed to be completed within one academic year. In discussing this issue, SOI Specialists and Technicians frequently referred to the "realities" of schools; the late start date at some schools contributed, as did the amount of time actually available to teach children in the Lab. Two Specialists, for example, tallied the amount of time it took some of the students who completed their Programs to actually do so. Each estimated it took the children between 40 and 45 hours to work through their Programs on a schedule of two 30-minute visits to the Lab per week.

SOI Specialists and Technicians also cited the severity of need(s) for many of the Lab students: in their view they received referrals for children who present an array of challenges, both learning and behavioral; children who simply take a long time to work through a program. Finally, Specialists and Technicians cited the numbers of children, in terms of proportion of the school population and in terms of the numbers within each group coming to the Lab as a factor influencing the time it takes for students to complete their programs. Illustrative comments include the following:

- "[The] IDS/SOI claim [about] finishing [the] program within a year is not realistic—many things come up, many (about 50%) won't finish, and especially those that start really "low"; they will take longer."

- "Programs for 3rd-5th grade kids are so detailed and [there are] so many exercises—can only get about 25 minutes, 2 times a week; [we] don't have as much time as actually allotted for older kids. Third to 5th grade kids [are] so severe that they have an awful lot to get through to get done in a year. K to 2nd

grade kids are where the program needs to focus; K-2 kids are graduating in 5 months to a year; only 4th to 5th grade kids still [are] in the Program from start to finish of the year. K-2 can get finished in a year; 3rd to 5th [programs are] too detailed and 3rd graders are not as independent. It's not long enough to meet with them for 40 minutes-also everybody is so focused on standards-teachers want to keep their kids as much as possible. Younger the kids are, the easier it is to get them through the Program. Kindergarten graduated 2 groups before the end of February. Third to 5th graders have to break bad habits and substitute new ones."

- "I'm getting smarter with teaching the Program...in a way this is an explanation for more finishing...but...graduating within a year may be too optimistic an assumption—there's a wide variation in the number of exercises required in individuals' programs (IPPs)...students referred to the Lab will have many exercises to do that they find difficult. I haven't seen many kids who would finish within a year even if everything were optimal."

- "Kindergarteners and 1st graders take a long time. It takes more than 2 years to complete—even though we were told this year that we didn't have to have perfection, we could 'push them through.' Kids generally take two years."

- "...It does take longer—so many kids on the lower end and they need to get to know the program, and when to push and when to move on. Last year our training was perfectionist—for our site visit we were told to get tougher; this year [we're] shortening up on requirements. The other thing is there's no PE (only that taught by classroom teachers); [it's] a major piece—they need something that incorporates movement and music as a way to integrate and broaden perspective."

- "...For group kids [K-2] it's realistic to finish in a year; older ones need a second year or part of a second year. [It's] just not realistic to do it in one year. [It] speaks to the difference between a private lab, with 1 to 1 contact for 30-40 minutes, and the public school lab with 6 kids at a time doing practice, etc. It's a big difference between clinical and school setting. Also, kids who were graduated according to the computer ...[we] decided clinically to keep them in the Lab to maintain the gains and keep on with the vision and tracking. There are also a number of kids who want to come in and practice when there is an absence."

- "Why so long? Had a very small group finish last year (2 kids) and this year not a high percentage either...It's expecting too much to get done in a year; 2 sessions per week of 30 minutes—it just takes more time than there is. [The] kids get down to work [but] it just takes time for them to get into it and used to the process. Most kids [are] taking two years to get done."

Classroom Implementation

The SOI Program also calls for classroom teachers to implement activity modules each day in their classrooms. These modules are designed for the children who do not attend the SOI Lab, although children attending the Lab also work on the modules in the classroom. Generally, teachers are given discretion about when and how to implement the modules. The discussion to follow regarding levels of use of the modules in the classroom draws on the following sources of information: 1) site visit interviews with building administrators and SOI Specialists and Technicians, 2) focus group interviews with the SOI Specialists and Technicians, and 3) two sets of survey responses from classroom teachers.

According to the above sources of information, use of modules in the classroom has increased from the previous year and the teachers reported considerable satisfaction with the spiral-bound packaging of the modules. As one principal stated, "... it's part of the daily routine now." Levels and consistency of use remain variable across and within schools. As described by the SOI Specialists, many teachers found a way to use the classroom modules daily and reported that their students enjoy the activities. Illustrative comments follow:

- "Things are running smoothly in the building—it's [SOI] part of the school culture; teachers [are] happy with module set up this year."

- "The teachers say they are using the workbooks and enjoy them now that the state testing is over. But they would not demand workbooks if they went away. Most of the teachers have blinders on, but some who have 'looped' see the connection and sequence of the activities."

- "At our school, teachers are impressed with the workbooks vs. the separate modules [last year]. At the beginning I gave them tentative dates when they should be done with sections. The principal takes over one class doing modules because the teacher had given the workbooks to kids and told them, 'work at your own pace.' [I] correct all modules. Have an award certificate to Burger King for over 90% correct."

- "About 85% of teachers are turning in their modules. Have involved the principal in getting cooperation with laggards. Teachers are putting a [workbook] grade on the kids' report cards, mostly an effort grade. Teachers say we're getting stronger kids this year. I think that doing SOI for a year has made a difference. Teachers [are] saying they're able to attack different skill areas, and they're seeing improvement."

There continue to be strains on the classroom teachers' time and levels of module use can become inconsistent as other demands become more pressing. Teachers with assignments in grades 3 and 5, which for Oregon are benchmark assessment years with state-administered assessments in reading, writing, and mathematics, frequently (and understandably) feel compelled to devote considerable class time to instruction related to the state standards and/or assessments. There also remain teachers who do not implement the classroom modules on a consistent basis; in some cases the SOI Lab Specialists have little influence over the activities of the classroom teachers while in other cases, where the building administration is actively supportive of the SOI Program, some pressure has been brought to bear on teachers who are inconsistent in their implementation of the modules.

- "I have one teacher [upper grade] who refuses to use the program. She doesn't want to include one more subject. I can understand, but everyone else is doing it. I find that frustrating. When I pull her kids to come [to Lab] they're always late; I get them back on time. We're a resource, but not classified. [I] can't seem to convince the principal or the teacher to do the workbooks. The principal's not pursuing it... Kids [from this classroom] come to ask me if they can have a workbook, and I told them they're in the classroom."

- "[From the school's] grade level meetings—use of modules is not mandatory in the classes so some teachers have opted out of using them—all 3rd [grade teachers] are doing them; 2 of 5 4th grade [teachers]; no 5th grade [teachers]... [The] principal [is] handling the 'pr' things—did one at [a] grade level meeting where [the] policy emerged on module use."

- "Modules are still not accepted. _____ came out and did a short inservice—that did not help—he did not answer their questions. The teachers felt he had not heard their concerns—they asked for research—how can you attribute effects to SOI? —He could not answer that."

One part of the teacher satisfaction survey asked classroom teachers to indicate the amount of time each week they devote to implementing the classroom module activities. These data were collected at both mid-year and end-of-year; averages are provided in Table 3.3.

As Table 3.3 indicates, there is considerable variation across the pilot schools in the amount of time teachers spent each week on SOI classroom modules. The average amount of time for the school year for the 12 pilot schools reporting both mid- and end-of-year times was 63 minutes, or slightly more than 1 hour per week. This time, when compared with the stated intention of the Program developers that the classroom modules are designed to be implemented 15-20 minutes per day (or 75-100 minutes in a five-day week), may illustrate the difficulty some teachers have in finding time to consistently implement the modules and/or some teachers' disagreement with the use or theory underlying the SOI Program.

Table 3.3: Classroom Teachers' Time Spent Implementing SOI Classroom Modules.

SOI School	Mid-year average minutes	End-of-year average minutes	School year average minutes
1	57	74	65.5
2	70	nr	--
3	44	32	38
4	37	nr	--
5	71	68	69.5
6	58	93	75.5
7	42	nr	--
8	73	nr	--
9	83	78	80.5
10	94	102	98
11	30	20	25
12	71	89	80
13	55	75	65
14	58	60	59
15	77	55	66
16	44	nr	--
17	55	16	35.5

Note. nr = not reported

While the new packaging of the SOI classroom modules has been widely praised, one unintended outcome of that packaging appears to be a lessening of the monitoring of module completion by the SOI Lab staff. According to some SOI Specialists, the modules are implemented in the classroom and scored, either in the classroom by the students, or at home. In one Specialist's view, this diminishes teachers' accountability for completing the modules. Descriptive comments offered by the SOI Specialists and Technicians follow:

- "Our teachers are mixed this year. I think it's a procrastination thing. Some are not fitting [the modules] in consistently, because they don't have a deadline. But they do like the books. Needs to be an improved monitoring system."

- "We have 3 new teachers and 1 didn't do workbook until last week—the teacher was sending them home with kids. [I] didn't know this until recently. We don't know what's going on—there's not that accountability aspect. But the teachers love the booklets.

- "Accountability for booklets has been pretty hard. [Teachers] say they are going through them, but I'd feel more comfortable if I knew more. The program's smoother this year than last—no problems that I can think of."

Implementation Discussion

In considering the implementation of the SOI Program in seventeen pilot schools during this past academic year (1999-2000) several themes emerge: changes or adaptations brought about by reduced levels of funding; mixed performance of IDS as a service provider; and relative (compared to last year) ease of implementation and use of SOI materials in the Labs and classrooms, with considerable variability in fidelity to the Program as prescribed by IDS.

Funding cuts relative to levels of the previous year necessitated changes in the way the schools staffed their SOI Programs and operated the Labs within the schools. In some cases staff levels were reduced; in approximately half of the schools there was one person operating the Lab and implementing the SOI activities with the children served by the Lab. Some Labs were moved and now share space with other programs. Despite these reductions, the SOI Lab Specialists and Technicians continued to implement the prescribed programs and continued to see as many children in the Labs as they deem possible.

As in the past, IDS received mixed comments as a program provider. Many SOI Specialists, Technicians and building administrators remarked that this year IDS seemed more responsive to their questions and more flexible in attempting to rectify errors or confusion in materials shipments. The IDS staff was generally viewed as knowledgeable, helpful, and committed to the SOI model and its underlying theory. Criticisms that continued from the previous year's evaluation included the inconsistent nature of responses to queries about implementation procedures. Many SOI Specialists and Technicians were frustrated to learn that the same questions often drew different responses from IDS personnel. The SOI school staffs continue to seek additional training and were persistent in their wishes for time to get together and talk to each other about the Program and about issues related to implementation and interpretation of SOI assessment data. Site visits by IDS personnel received mixed reviews, often related to timing. It was not unusual for an SOI Specialist to indicate that she had two site review visits within approximately 2 months and not to have heard from IDS at any time prior to or after the visits. The new packaging of the SOI classroom modules received consistent praise from nearly all SOI Specialists and Technicians, and classroom teachers.

Implementation of the SOI activities and use of materials at the building level, for both Lab activities and classroom modules, was reported as smoother this academic year than last. A year's experience with the Program, and relatively little turnover of teaching staff have contributed to a sense in many of the schools that the SOI Program is becoming part of the daily routine. There appears to be considerable support for the Lab operations, both in terms of the people who operate the Lab and for the activities implemented there. Support for the classroom modules was mixed at best; implementation was reported to have increased although several SOI Specialists, Technicians, and building administrators said that staff at their respective schools would happily give up the modules but would keep the Lab operations. Classroom teachers indicated acceptance of the modules although they were mixed on how, or if, the modules relate to the academic performance of their students. There also remains a sub-population of classroom teachers who do not implement the modules at all or who do so inconsistently, with reasons for this spotty implementation ranging from new teachers simply trying to get through the day and teach the district's curriculum, to teachers at benchmark grades who do not feel they can sacrifice their instructional time for the SOI classroom modules.

Evaluation Findings

Introduction

This section of the report addresses the findings for the SOI Program at the end of Year 3 of the program evaluation. The section is organized in 6 parts, aligned with the 5 central and 1 supplementary questions addressed by the evaluation. The 5 core questions focus on:

- Student achievement at grades 3 and 5 in Mathematics (including Math problem solving at grade 5) and Reading/Literature (including Writing at grades 3 and 5);
- Referrals for special education assessment;
- Behavior (disciplinary) referrals;
- Acquisition of English for students whose first language is other than English; and,
- School attendance.

The supplementary question focuses on:

- Teachers' satisfaction with the SOI classroom curriculum, as well as their views on the efficacy of the Program.

Each of the 6 parts follows a common format. First, the evaluation question is given, along with a brief rationale describing its importance. Second, the sources of evidence used to address the question are described. Sources of evidence include:

- Achievement data from Oregon's statewide assessments;
- Case studies of individual children attending the SOI Learning Centers;
- Data collected from SOI and comparison schools using the instruments in Appendix 9;
- Data collected during site visits to the schools, including interviews of school principals and SOI Lab staff;
- Transcripts of focus group interviews with SOI Specialists and Technicians (see Appendixes 6 and 7); and,
- Surveys of classroom teachers around the SOI curriculum modules, as well as the efficacy of the SOI Program with regard to the student outcomes addressed.

Third, the results of statistical and/or graphical analyses are presented. Fourth, each of the 6 parts closes with a brief summary of the program evaluation's findings for the particular question under examination.

4.1 Student Academic Performance

Question

*Is there a significant difference in **student academic achievement in Reading/Literature and Mathematics** between schools experiencing the SOI program and similar schools that do not participate in the program?*

The SOI Program makes the claim that students' academic performance will increase in the areas of Reading/Literature, Mathematics, and other subject areas on standardized assessment instruments selected by a district. In Oregon, this claim must be tested against the standards-based statewide assessments in reading/literature, writing, and mathematics administered in public elementary schools each spring at grades 3 and 5.

Sources of Data

Primarily, the question of possible SOI Program effects on academic achievement in reading/literature, writing, and mathematics was addressed using a quasi-experimental research design. Both SOI and matched comparison schools' 1996-1997, 1997-1998, and 1998-1999 average scale scores[1] on statewide assessments in reading/literature and mathematics at grades 3 and 5 were collected directly from the Oregon Department of Education. In addition, ODE assessment staff provided to the evaluation team *individual student scores* for 1999-2000 in reading/literature, writing, mathematics and math problem solving for all SOI and comparison schools. These data comprise 8,858 individual student records at grades 3 and 5. For each student in reading/literature and math, the data set provides an overall scale score and 7 sub-skill scores in reading/literature, and an overall scale score along with 5 sub-skill scores in math. For each student in writing (grades 3 and 5), the data set provides a composite score and 6 sub-skill scores. For each student in math problem solving (grade 5 only), the data set provides a composite score and 5 sub-skill scores. In keeping with appropriate practice, student names are of course removed from the data set, and the remaining data coded and stored in a secure fashion. Overall, three years of baseline student achievement data along with individual student scores for the current school year in reading/literature, writing, math, and math problem solving provide sufficient data in the two academic areas, and across two Oregon benchmark grades, to judge the comparative academic effects of the SOI Program for participating schools.

Four additional sources of data were used to address the question of SOI Program effects on students' academic performance. These include:

1. Focus group responses from two groups of SOI Specialists and Technicians;
2. Observation and interview data collected from SOI Lab staff and school administrators during 51 school site visits conducted in 1999-2000;
3. Teacher survey results at mid-year, and again at the end of the school year;
4. Data from 11 individual student case studies conducted this school year (1999-2000).

Readers will also note that this first, and most critical, part of the evaluation's Year 3 findings is itself divided into three subparts, according to the grain at which the effectiveness of the SOI Pilot Program is examined.

1. First, possible academic achievement effects are examined at the level of SOI as a "program." That is, the 17 SOI elementary schools and the 17 matched comparison schools participating in the pilot program are compared *group-wise* to determine the existence of academic differences between the 2 groups (i.e., SOI schools vs. comparison schools) in reading, writing, math, and math problem solving. (Readers should further note that it is the understanding of the evaluation team that this is the *primary basis* on which the SOI Program was adopted, and is being tested, in the state of Oregon.)

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[1] For reading/literature and mathematics, scores produced from the Oregon Statewide Assessment are based on an achievement scale widely used in the Northwest. The scale, with numbers ranging from about 150 to 300, is similar to other scales such as the Scholastic Aptitude Test (SAT) scale or other "growth" scales. Each point on the scale is at an equal distance from the previous point on the scale, so changes up or down can be charted and viewed as comparable from year to year.

2. Second, at a finer grain, academic achievement in reading and math for each SOI school is compared to its matched counterpart. These *pair-wise* comparisons provide a closer look at the academic performance of each SOI school versus its matched counterpart. As well, because the SOI Program has operated in 15 of the 17 schools for the past two school years, 3rd graders in 1997-98 would in large part be 5th graders in 1999-2000. Thus, this subpart also provides a look at the two-year growth of one cohort of elementary school students in reading and math, who together have experienced the SOI Program for two years.

3. Third, at a still finer level of detail, the effectiveness of the SOI Program is examined from the perspective of the *individual student*. Eleven case studies of individual students in SOI schools were conducted in 1999-2000, some of who were also studied in Years 1 and 2 of this program evaluation. The eleven case studies provide the evaluation's most fine-grained look at whether and how the SOI Program might work for the individual student served in the SOI Learning Center (Lab).

4.1.1 Group-wise Comparisons

Results

Tables 4.1 through 4.7 present the statistical analyses conducted to compare the academic performance of 17 SOI schools with that of 17 matched comparison schools. For these comparisons, individual student achievement scores for 1999-00 in reading/literature, writing, and mathematics at grades 3 and 5, as well as math problem solving at grade 5, were obtained directly from Oregon Department of Education assessment staff. In total, 4,562 student records for SOI schools were compared with 4,296 student records for comparison schools. The seven tables are presented in order by grade and subject.

Table 4.1 gives the analyses for grade 3 reading/literature. As shown, the average SOI student score for grade 3 reading/literature was 211.5 (total scale score), versus just over 213.6 for students in comparison schools. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is statistically significant at the 5% level ($p = .001$) and is in favor of comparison school students over their SOI counterparts.

Second, a more sophisticated statistical procedure (analysis of covariance, ANCOVA) that does level the playing field using each school's state socioeconomic rank (SES) and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is still statistically significant at the 5% level ($p = .002$), and favors comparison school students over their SOI school counterparts. However, it should also be noted that the size of the effect in favor of comparison schools over SOI schools is quite small (.16 standard deviations). This effect size can be interpreted as follows: these data indicate that in 3rd grade reading for 2000, with the average SOI student achieving at the 50th percentile, their comparison school counterpart on average achieved at the 56th percentile. That is, there is little practical difference between the two groups on the Oregon state assessment in 3rd grade reading/literature.

Table 4.2 gives the analyses for grade 5 reading/literature. As shown, the average SOI school student score for grade 5 reading/literature is about 220.5 (total scale score), versus somewhat over 220.6 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is not statistically significant at the 5% level ($p = .771$).

Second, a more sophisticated statistical procedure (ANCOVA) that does level the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in scores for comparison schools versus SOI schools is not statistically significant at the 5% level ($p = .973$).

Table 4.3 gives the analysis for grade 3 writing. As shown, the average SOI school student score for grade 3 writing is just under 18 (composite score), and is almost identical for comparison school students. ANCOVA, a procedure that does level the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates) showed that once the effects of SES and past year's performance have been accounted for, the difference in scores for comparison schools versus SOI schools is not statistically significant at the 5% level ($p = .500$).

Table 4.4 gives the statistical analysis for grade 5 writing. As shown, the average SOI school student score for grade 5 writing is just under 35.5 (composite score), versus somewhat over 36.5 for comparison school students. ANCOVA, a procedure that levels the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates) showed that, once SES and past year's performance have been accounted for, the difference in scores for comparison schools versus SOI schools is statistically significant at the 5% level ($p = .000$) and favors comparison school students over their SOI school counterparts. However, it should also be noted that the size of the effect in favor of comparison schools over SOI schools is small (.21 standard deviations). This effect size can be interpreted as follows: these data indicate that in 5th grade writing for 2000, with the average SOI student achieving at the 50th percentile, their comparison school counterpart on average achieved at the 58th percentile. That is, there appears a statistically significant, although practically modest, difference between the two groups on the Oregon state assessment in 5th grade writing.

Table 4.5 gives the analyses for grade 3 mathematics. As shown, the average SOI student score for 3rd grade math is just over 207 (total scale score), and just under 208 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is not statistically significant at the 5% level ($p = .356$). There is no statistical difference between the groups on 3rd grade mathematics.

Second, a more sophisticated statistical procedure (ANCOVA) that does level the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is not statistically significant at the 5% level ($p = .160$). That is, there is no difference, statistical or practical, between the two groups on the Oregon state assessment in 3rd grade mathematics.

Table 4.6 gives the analyses for grade 5 mathematics. As shown, the average SOI student score for 5th grade math is just over 219 (total scale score), versus just over 220 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is statistically significant at the 5% level ($p = .014$) and is in favor of comparison school students over their SOI counterparts.

Second, a more sophisticated statistical procedure (ANCOVA) that does level the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates) did not show a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is not statistically significant at the 5% level ($p = .283$). That is, there is no true difference, statistical or practical, between the two groups on the Oregon state assessment in 5th grade mathematics.

Table 4.7 gives the analyses for grade 5 mathematics problem solving. As shown, the average SOI student score for 5th grade math problem solving is just over 28 (total composite score), versus just over 28 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is not statistically significant at the 5% level ($p = .688$).

Second, a more sophisticated statistical procedure (ANCOVA) that does level the playing field using each school's state SES and previous year's average score on the appropriate test as "fairness variables" (covariates)

showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is not statistically significant at the 5% level ($p = .948$). That is, there is no difference between the two groups on the Oregon state assessment in 5th grade mathematics problem solving.

In addition to the state-provided assessment data on academic achievement in reading/literature, writing, math, and math problem solving, there are three sources of data relevant to the question posed. These include 1) transcripts of focus group interviews with SOI Specialists and Technicians held during spring 2000; 2) notes from school site visits conducted by the evaluation team throughout the year; 3) results of surveys of classroom teachers conducted at the mid-point and at the end of the school year.

Focus groups and site visits. In both the focus group interviews, and in school site visit interviews, SOI Specialists and Technicians were asked to relate observed instances of SOI Program impact on student academic performance. Most responses to this question were of a general rather than specific nature. Comments included generally perceived improvements for students in areas such as: balance, focus, organization, self-esteem, willingness to try something new, handwriting, speech, and ability to stay seated and on-task in the classroom, and in the SOI Lab. Some examples follow:

- Our district ranks us [schools] on "levels" tests. We've improved so significantly they think we're cheating.

- We've seen enough [students] who've done Title I for years and now suddenly with SOI they're successful. Our Title I instructors saying our kids in comparison to other kids can read more fluently.

- Areas of improvement seen: focusing skills—the improvement seen for all kids is overwhelming; also better eye-tracking and movement…understanding why they're having difficulty and are in the Lab really motivated the kids…last year, it was a kind of mystery [why they had been referred to the SOI Lab]…now, understanding why is a motivator, and also the benefits in terms of sports is a motivator.

- Take home message for this year: Students are improving academically and behaviorally, and are able to function better in their rooms and at school which helps all kids function better....

SOI Specialists and Technicians also related some examples of specific student's improvement that they attributed to the SOI Program. These included:

- …In the 5th grade she was carried on the teacher's hip, yelling and screaming. Now, in the 6th grade, she's walking down the hall like a lady, doing what she needs to do. She's getting almost a "4-point" [GPA]. Her siblings were doing the same thing—a pattern. Now, at the parents', teachers', and principal's request, they're all on the Program. [We have] seen improvement in all of them on different levels. The older one's done almost 2 years, almost completed. These kids were thrown in a padded room—the Grande Ronde Detention Center for kids who couldn't function in a regular school.

- One kid went from a 2.1 to a 3.9 reading level—on the accelerated reader test—He didn't like to come to lab because it took him away from the classroom. But I showed him the test [results], said these are the facts, and he decided to stay in [SOI Lab].

- 4th graders—it seems to really affect their reading levels. We had a 5th grader at the time when they get to write valentines. He wrote to his 2nd grade teacher—he told the teacher the reason his handwriting was better was because of the SOI Lab. The handwriting is still improving with all the "2nd years" [students] in Lab

Table 4.1: Statistical Analyses for Grade 3 Reading/Literature

Descriptives

TOTALSS

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
SOI Schools	999	211.51	14.99	.47	168	259
Comparison Schools	1094	213.62	13.44	.41	170	259
Total	2093	212.61	14.24	.31	168	259

ANOVA

TOTALSS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2317.419	1	2317.419	11.489	.001
Within Groups	421781	2091	201.712		
Total	424098	2092			

Tests of Between-Subjects Effects

Dependent Variable: TOTALSS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9036.639[b]	3	3012.213	15.146	.000
Intercept	3043.814	1	3043.814	15.305	.000
RIT 98-99	2263.048	1	2263.048	11.379	.001
SES 99-00	4697.256	1	4697.256	23.618	.000
Group: SOI vs Comparison	1932.981	1	1932.981	9.719	.002
Error	414671.913	2085	198.883		
Total	94849701.000	2089			
Corrected Total	423708.551	2088			

a. Computed using alpha = .05

b. R Squared = .021 (Adjusted R Squared = .020)

Table 4.2: Statistical Analyses for Grade 5 Reading/Literature

Descriptives

TOTALSS

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
SOI Schools	1051	220.48	11.84	.37	182	266
Comparison Schools	1130	220.63	11.59	.34	187	255
Total	2181	220.56	11.71	.25	182	266

ANOVA

TOTALSS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.574	1	11.574	.084	.771
Within Groups	298756	2179	137.107		
Total	298767	2180			

Tests of Between-Subjects Effects

Dependent Variable: TOTALSS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1326.146[b]	3	442.049	3.233	.022
Intercept	4217.622	1	4217.622	30.842	.000
RIT 98-99	402.215	1	402.215	2.941	.086
SES 99-00	548.870	1	548.870	4.014	.045
Group: SOI vs Comparison	.155	1	.155	.001	.973
Error	297018.975	2172	136.749		
Total	106157317.000	2176			
Corrected Total	298345.121	2175			

a. Computed using alpha = .05

b. R Squared = .004 (Adjusted R Squared = .003)

Table 4.3: Statistical Analyses for Grade 3 Writing

Descriptive Statistics

Dependent Variable: WRCOMP

	Mean	Std. Deviation	N
SOI Schools	17.92	3.60	988
Comparison Schools	17.98	3.47	952
Total	17.95	3.54	1940

Tests of Between-Subjects Effects

Dependent Variable: WRCOMP

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	358.866[b]	3	119.622	9.687	.000
Intercept	33180.891	1	33180.891	2686.894	.000
SES 99-00	357.354	1	357.354	28.938	.000
Writing 98-99	.419	1	.419	.034	.854
Group: SOI vs Comparison	5.628	1	5.628	.456	.500
Error	23907.979	1936	12.349		
Total	649232.000	1940			
Corrected Total	24266.845	1939			

a. Computed using alpha = .05

b. R Squared = .015 (Adjusted R Squared = .013)

Table 4.4: Statistical Analyses for Grade 5 Writing

Descriptive Statistics

Dependent Variable: WRCOMP

	Mean	Std. Deviation	N
SOI Schools	35.46	5.78	1030
Comparison Schools	36.57	5.36	983
Total	36.00	5.60	2013

Tests of Between-Subjects Effects

Dependent Variable: WRCOMP

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1566.363[b]	3	522.121	17.019	.000
Intercept	130366.683	1	130366.683	4249.342	.000
SES 99-00	273.668	1	273.668	8.920	.003
Writing 98-99	744.987	1	744.987	24.283	.000
Group: SOI vs Comparison	740.219	1	740.219	24.128	.000
Error	61634.636	2009	30.679		
Total	2671977.000	2013			
Corrected Total	63201.000	2012			

a. Computed using alpha = .05

b. R Squared = .025 (Adjusted R Squared = .023)

Table 4.5: Statistical Analyses for Grade 3 Mathematics

Descriptives

TOTALSS

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
SOI Schools	1005	207.25	11.13	.35	169	251
Comparison Schools	1120	207.70	10.95	.33	176	251
Total	2125	207.49	11.04	.24	169	251

ANOVA

TOTALSS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	103.810	1	103.810	.852	.356
Within Groups	258559	2123	121.789		
Total	258663	2124			

Tests of Between-Subjects Effects

Dependent Variable: TOTALSS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4899.917[b]	3	1633.306	13.653	.000
Intercept	4945.175	1	4945.175	41.336	.000
RIT 98-99	1652.087	1	1652.087	13.810	.000
SES 99-00	2097.304	1	2097.304	17.531	.000
Group: SOI vs Comparison	235.823	1	235.823	1.971	.160
Error	253261.950	2117	119.632		
Total	91568641.000	2121			
Corrected Total	258161.867	2120			

a. Computed using alpha = .05

b. R Squared = .019 (Adjusted R Squared = .018)

Table 4.6: Statistical Analyses for Grade 5 Mathematics

Descriptives

TOTALSS

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
SOI Schools	1057	219.12	10.97	.34	186	275
Comparison Schools	1144	220.26	10.66	.32	183	262
Total	2201	219.71	10.82	.23	183	275

ANOVA

TOTALSS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	710.949	1	710.949	6.085	.014
Within Groups	256935	2199	116.842		
Total	257646	2200			

Tests of Between-Subjects Effects

Dependent Variable: TOTALSS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6881.682[b]	3	2293.894	20.078	.000
Intercept	3223.932	1	3223.932	28.219	.000
RIT 98-99	3813.353	1	3813.353	33.378	.000
SES 99-00	1479.683	1	1479.683	12.952	.000
Group: SOI vs Comparison	131.993	1	131.993	1.155	.283
Error	250431.645	2192	114.248		
Total	106282514.000	2196			
Corrected Total	257313.328	2195			

a. Computed using alpha = .05

b. R Squared = .027 (Adjusted R Squared = .025)

Table 4.7: Statistical Analyses for Grade 5 Mathematics Problem Solving

Descriptives

MPS COMP

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
SOI Schools	1027	28.09	8.38	.26	8	42
Comparison Schools	978	28.24	8.51	.27	8	44
Total	2005	28.16	8.44	.19	8	44

ANOVA

MPS COMP

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.532	1	11.532	.162	.688
Within Groups	142726.810	2003	71.257		
Total	142738.342	2004			

Tests of Between-Subjects Effects

Dependent Variable: MPS COMP

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3311.149[b]	3	1103.716	15.840	.000
Intercept	121623.324	1	121623.324	1745.507	.000
SES 99-00	387.107	1	387.107	5.556	.019
Math Problem Solving 98-99	2293.897	1	2293.897	32.921	.000
Group: SOI vs Comparison	.297	1	.297	.004	.948
Error	139007.451	1995	69.678		
Total	1729534.000	1999			
Corrected Total	142318.600	1998			

a. Computed using alpha = .05

b. R Squared = .023 (Adjusted R Squared = .022)

Teacher surveys. At the mid-point, and again at the end of the of the 1999-2000 school year, classroom teachers in SOI schools were surveyed as to their opinions regarding the SOI curriculum modules being used in their classrooms (see Appendix 9). At mid-year, 198 teachers completed the survey, and 143 completed it at year's end. One item on the survey asked classroom teachers to provide their ratings of the SOI modules' helpfulness for their "students' learning generally." At mid-year, about two-thirds of the teachers (68%) agreed or strongly agreed that the SOI classroom modules were helpful to their students' learning generally. At the end of the school year, this had moderated somewhat to 60%.

Related to the current examination of academic achievement, teachers were provided a second survey, largely composed of open-ended items aligned with the areas of possible student improvement targeted by this evaluation (see Appendix 7). In this second survey, classroom teachers were asked to describe 1) what contribution they believe the SOI curriculum makes in preparing students to meet the Oregon standards at benchmark grades; and 2) what achievement effects for students they directly observed that they could attribute to the SOI curriculum. Of the 139 classroom teachers who responded to this survey, 64% indicated that they felt that the SOI curriculum contributes in some manner to students meeting Oregon's grade 3 and 5 standards. On the other hand, 19% indicated that they did not believe that the SOI curriculum played any role in students attaining academic standards. Additionally, 54% of teacher respondents indicated that they observed some effect of the SOI curriculum on their students' academic achievement, while 19% again indicated that they had observed no such effect.

The following quotations are illustrative of the comments written by classroom teachers on the open-ended survey, and include positive, equivocal, and negative viewpoints:

- Improved handwriting, reading improvement, math, more concentration.
- Better focusing skills. Better handwriting.
- Improved writing skills.
- [Improved] thinking skills, concept attainment, following directions.
- [Students] develop skills in reading and math activities that have several steps to do [sic].
- Helps with number and letter identification…listening, following directions…I have the feeling [that] some students are impacted in this area but I have no direct data. I believe all benefit at different times depending on the module and how it relates to work in math, reading, etc.
- I really don't know how to measure this. I try to integrate as much of the curriculum as possible. Sometimes it's hard to know what things click where. But I do believe with continuing reinforcing activities children benefit. The relationship may be more symbolic [sic].
- It would be impossible to find a direct effect. There are too many variables in students' lives. I could not isolate SOI from my teaching or classroom management, school atmosphere, home life and the like.
- I don't know how to assess the effects.
- I have not seen any major changes in any of my students' academic performances as a result of SOI.
- I honestly have not observed any differences in these areas.

Thus, as reflected above, in parallel with the positive anecdotes offered, classroom teachers consistently, but also some SOI Specialists and Technicians, continue to voice their concern around the difficulty of separating the unique effects of the SOI Program from other influences on students. Besides normal maturation, especially in the elementary grades, many of the students served in the SOI Labs (and schools in general) receive multiple concurrent services in school, and some outside the school. Classroom teachers in particular seem to find it difficult to ascribe observed improvements for their students to the SOI Program uniquely.

Summary

When statistical differences between SOI and comparison school groups were evident (in 2 out of 7 cases) they both favored comparison schools' students over their SOI counterparts. However, when the sizes of the statistical differences were translated into average percentile differences, only one of the two statistical differences seems possibly practical, that is, the 8 point average difference in 5th grade writing favoring the comparison school group. These data therefore indicate few if any practical differences between SOI and

comparison schools' academic performance at grades 3 and 5 in reading/literature, writing, math, and math problem solving.

Focus group and site visit data suggest that teachers and SOI Learning Center staff continue to observe general improvements for their students in areas such as focus and on-task behavior, and there continues to be a few scattered anecdotes of specific improvements related to the SOI Program for individual students. In addition, two-thirds of the teachers surveyed this year agreed with the statement "the SOI modules are helpful for my students' learning generally." However, some teachers noted the difficulty of attributing students' improvements or development over the year to SOI solely.

Overall, after two and one-half year's implementation for 2 schools, and two year's implementation for 15 additional schools, there is no discernable, systematic, value-added effect of the SOI program on the academic achievement of Oregon's elementary school students in reading/literature, writing, math, and math problem solving.

4.1.2 Pair-wise Comparisons

Tables 4.8 through 4.11 present four years ('97, '98, '99, and 2000) of state assessment results for each of the 17 SOI schools versus their matched comparison schools. Readers will recall that matched comparison schools were selected using variables like school size and location, school SES ranking, and school performance on state assessments in reading/literature and math at grades 3 and 5. The tables are presented in order by grade and academic subject. Also presented in each table are Oregon's statewide averages for three school years and this year's group average for the 17 SOI schools and their matched counterparts.

Table 4.8 shows four years of state assessment data for grade 3 reading/literature. Points worthy of note in this table include:

1. For 2000, 13 of 17 SOI schools bettered their own previous year's performance; 12 of 17 comparison schools bettered their own previous year's performance.

2. Ten of 17 SOI schools and a similar number of comparison schools showed a relatively stable or improving trend in 3rd grade reading scores over the four years reported.

3. Of the 2 schools participating in the SOI Program for a third year, one showed improvement over the previous year, to return to its 1998 average (Gray); and one showed a small increase from the previous year's score (Adrian).

4. In 2000, 7 of 17 SOI schools outperformed their matched comparison school on the state assessment for 3rd grade reading/literature.

5. In 2000, 8 of 17 comparison schools outperformed their matched SOI school on the state assessment for 3rd grade reading/literature.

Table 4.9 shows four years of state assessment data for grade 5 reading/literature. Points worthy of note in this table include:

1. For 2000, 11 of 17 SOI schools bettered their own previous year's performance; 8 of 17 comparison schools bettered their own previous year's performance.

2. Eleven of 17 SOI schools and 9 of 17 comparison schools showed a relatively stable or improving trend in 5th grade reading scores over the four years reported.

3. Of the 2 schools participating in the SOI Program for a third year (Adrian and Gray), both continued to show consistent increases over the four years tabled.

4. In 2000, 6 of 17 SOI schools outperformed their matched comparison school on the state assessment for 5th grade reading/literature.

5. In 2000, 7 of 17 comparison schools outperformed their matched SOI school on the state assessment for 5th grade reading/literature.

Table 4.10 shows four years of state assessment data for grade 3 mathematics. Points worthy of note in this table include:

1. For 2000, 10 of 17 SOI schools bettered their own previous year's performance; 8 of 17 comparison schools bettered their own previous year's performance.

2. Ten of 17 SOI schools and a similar number of comparison schools showed a relatively stable or improving trend in 3rd grade mathematics scores over the four years reported.

3. Of the 2 schools participating in the SOI Program for a third year (Adrian and Gray), both continued to show stable or slightly improving trends over the four years tabled.

4. In 2000, 8 of 17 SOI schools outperformed their matched comparison school on the state assessment for 3rd grade mathematics.

5. In 2000, 8 of 17 comparison schools outperformed their matched SOI school on the state assessment for 3rd grade mathematics.

Table 4.11 shows four years of state assessment data for grade 5 mathematics. Points worthy of note in this table include:

1. For 2000, 9 of 17 SOI schools bettered their own previous year's performance; 10 of 17 comparison schools bettered their own previous year's performance.

2. Ten of 17 SOI schools and a similar number of comparison schools showed a relatively stable or improving trend in 5th grade mathematics scores over the four years reported.

3. Of the 2 schools participating in the SOI Program for a third year, one showed a decrease from the previous year, which in its turn had been a dramatic increase over the previous two years (Adrian), and the other showed a steady increase over the four years tabled (Gray).

4. In 2000, 4 of 17 SOI schools outperformed their matched comparison school on the state assessment for 5th grade mathematics.

5. In 2000, 12 of 17 comparison schools outperformed their matched SOI school on the state assessment for 5th grade mathematics.

It has been previously noted that for the Year 3 evaluation, the state's assessment of students who had been third graders in 1997-1998 and were fifth graders in 1999-2000, provided a good opportunity to track the academic growth in key areas of a cohort of students who had experienced the SOI Program over two consecutive school years. In Oregon, such an analysis is possible because the scale used in statewide assessments is a continuous growth scale with numbers ranging from about 150 to 300, and each point on the scale is at an equal distance from the previous point on the scale, so that changes up or down can be charted and viewed as comparable over time.

Figures 4.1 and 4.2 show the growth in reading/literature and math of one cohort of Oregon elementary students over the two years that the SOI Program has been fully in place. Thus, for these figures, 1997-98 scores are considered *pre-SOI* and 1999-2000 scores are considered two years *post-SOI*.

As seen in Figure 4.1, 5 of 17 SOI schools showed greater *growth* in reading/literature than their matched counterpart schools. On the other hand 8 of 17 comparison schools showed greater growth in reading/literature from 3rd to 5th grade than their matched SOI schools. Overall however, the average growth in reading/literature for this student cohort was almost identical for the two groups: 12.4 scale score points for SOI schools versus 12.9 scale score points for comparison schools.

Similarly, as seen in Figure 4.2, 7 of 17 SOI schools showed greater *growth* in mathematics than their matched counterpart schools. On the other hand 6 of 17 comparison schools showed greater growth in mathematics from 3rd to 5th grade than their matched SOI schools. Again however, overall, the average growth in mathematics for this student cohort was almost identical for the two groups: 15.4 scale score points for SOI schools versus 15.7 scale score points for comparison schools.

Table 4.8: Four-Year Trends in 3rd Grade Reading for 17 SOI Schools and their Matched Comparison Schools

	1997	1998[a]	1999	2000		1997	1998	1999	2000
Statewide	209	209	210	213[b]		209	209	210	213
Adrian*	208	208	209	210	**CS1**	217	211	208	215
Allen Dale	210	207	211	214	**CS2**	209	210	211	215
Bear Creek	209	212	212	215	**CS3**	208	207	210	214
Evergreen	209	209	210	208	**CS4**	209	208	210	216
Fairview	207	209	207	208	**CS5**	205	203	209	205
Fossil	206	nr	207	214	**CS6**	208	206	208	213
Goshen	209	211	211	214	**CS7**	212	209	217	214
Gray*	212	212	208	212	**CS8**	211	210	209	212
McGovern	209	210	210	211	**CS9**	209	208	212	214
Milner Crest	209	213	209	213	**CS10**	212	209	210	210
Rhododendron	211	209	213	210	**CS11**	210	214	213	215
Riddle	207	203	205	205	**CS12**	205	208	207	214
Stella Mayfield	209	205	207	214	**CS13**	208	209	213	212
Sweetbriar	210	210	210	219	**CS14**	211	209	209	214
Thurston	210	208	209	217	**CS15**	210	210	210	216
Warrenton	211	213	211	206	**CS16**	208	211	213	212
Whitworth	205	200	203	205	**CS17**	206	206	209	216

Notes. *School participating in the pilot Program for three years; [a]Statewide assessment results prior to SOI Program; [b]Average computed from the 34 SOI and comparison schools (state average not currently available).

Table 4.9: Four-Year Trends in 5th Grade Reading for 17 SOI Schools and their Matched Comparison Schools

	1997	1998[a]	1999	2000		1997	1998	1999	2000
Statewide	218	218	219	221[b]		218	218	219	221
Adrian*	216	217	224	229	**CS1**	209	219	218	220
Allen Dale	217	220	223	218	**CS2**	219	219	222	224
Bear Creek	216	218	219	222	**CS3**	218	216	219	218
Evergreen	220	222	221	222	**CS4**	220	218	221	222
Fairview	218	216	217	217	**CS5**	215	219	217	219
Fossil	213	216	225	219	**CS6**	218	220	220	222
Goshen	222	219	221	226	**CS7**	224	220	225	224
Gray*	217	219	220	224	**CS8**	218	218	218	222
McGovern	217	220	221	217	**CS9**	215	215	219	218
Milner Crest	221	223	216	226	**CS10**	219	217	222	221
Rhododendron	220	218	220	221	**CS11**	218	218	221	219
Riddle	216	218	217	216	**CS12**	216	216	218	217
Stella Mayfield	217	216	219	220	**CS13**	223	218	224	236
Sweetbriar	217	218	221	222	**CS14**	219	218	222	221
Thurston	217	217	219	221	**CS15**	217	220	224	220
Warrenton	217	218	216	221	**CS16**	217	223	221	221
Whitworth	213	216	219	216	**CS17**	215	214	220	223

Notes. *School participating in the pilot Program for three years; [a]Statewide assessment results prior to SOI Program; [b]Average computed from the 34 SOI and comparison schools (state average not currently available).

Table 4.10: Four-Year Trends in 3rd Grade Mathematics for 17 SOI Schools and their Matched Comparison Schools

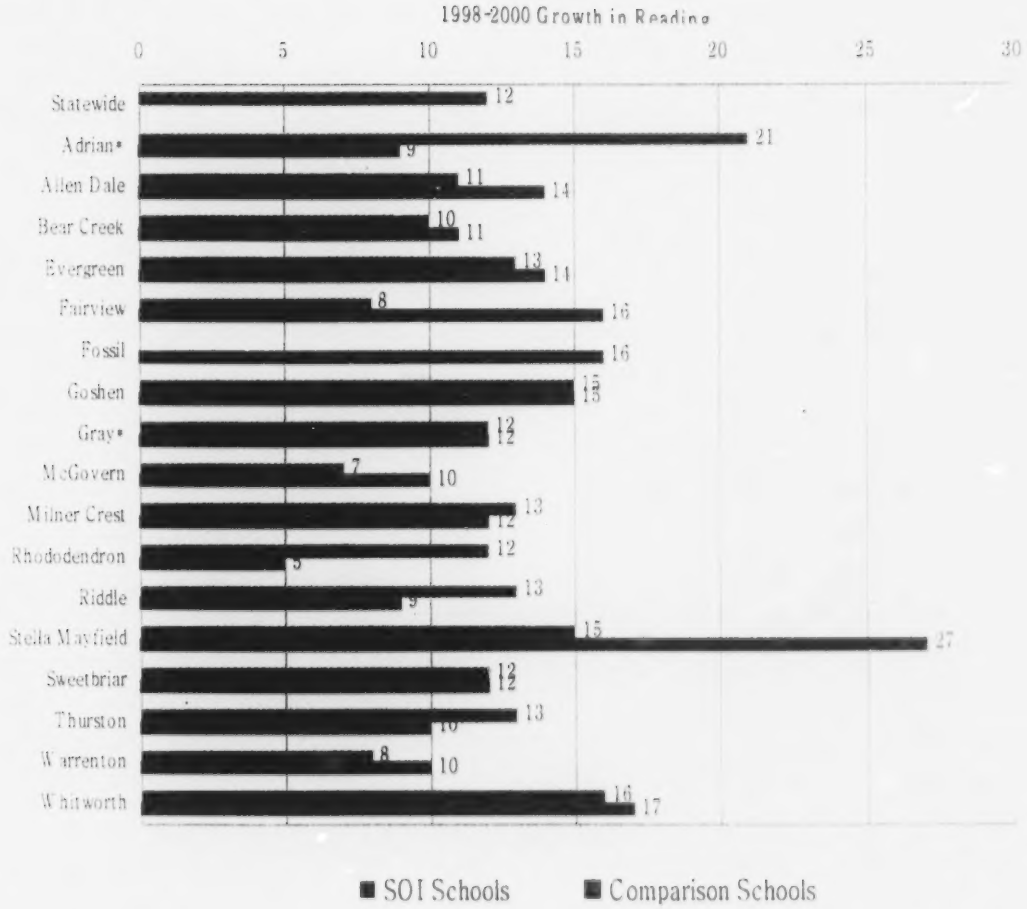
	1997	1998[a]	1999	2000		1997	1998	1999	2000
Statewide	204	205	206	208[b]		204	205	206	208
Adrian*	201	201	204	206	**CS1**	205	202	206	202
Allen Dale	204	201	205	209	**CS2**	202	203	206	206
Bear Creek	207	208	209	210	**CS3**	202	203	204	206
Evergreen	205	203	206	203	**CS4**	206	204	206	211
Fairview	201	204	203	203	**CS5**	203	203	203	200
Fossil	198	nr	208	208	**CS6**	200	202	204	204
Goshen	205	206	208	206	**CS7**	207	209	214	210
Gray*	205	205	205	207	**CS8**	207	204	204	207
McGovern	202	206	206	207	**CS9**	203	207	208	210
Milner Crest	203	202	204	208	**CS10**	205	208	206	206
Rhododendron	208	206	208	206	**CS11**	207	208	208	210
Riddle	205	198	199	206	**CS12**	202	202	202	207
Stella Mayfield	204	201	204	204	**CS13**	202	208	207	207
Sweetbriar	207	206	208	214	**CS14**	206	203	207	207
Thurston	205	205	206	212	**CS15**	205	206	203	210
Warrenton	207	208	210	203	**CS16**	204	207	210	208
Whitworth	201	200	203	204	**CS17**	198	203	204	208

Notes. *School participating in the pilot Program for three years; [a]Statewide assessment results prior to SOI Program; [b]Average computed from the 34 SOI and comparison schools (state average not currently available).

Table 4.11: Four-Year Trends in 5th Grade Mathematics for 17 SOI Schools and their Matched Comparison Schools

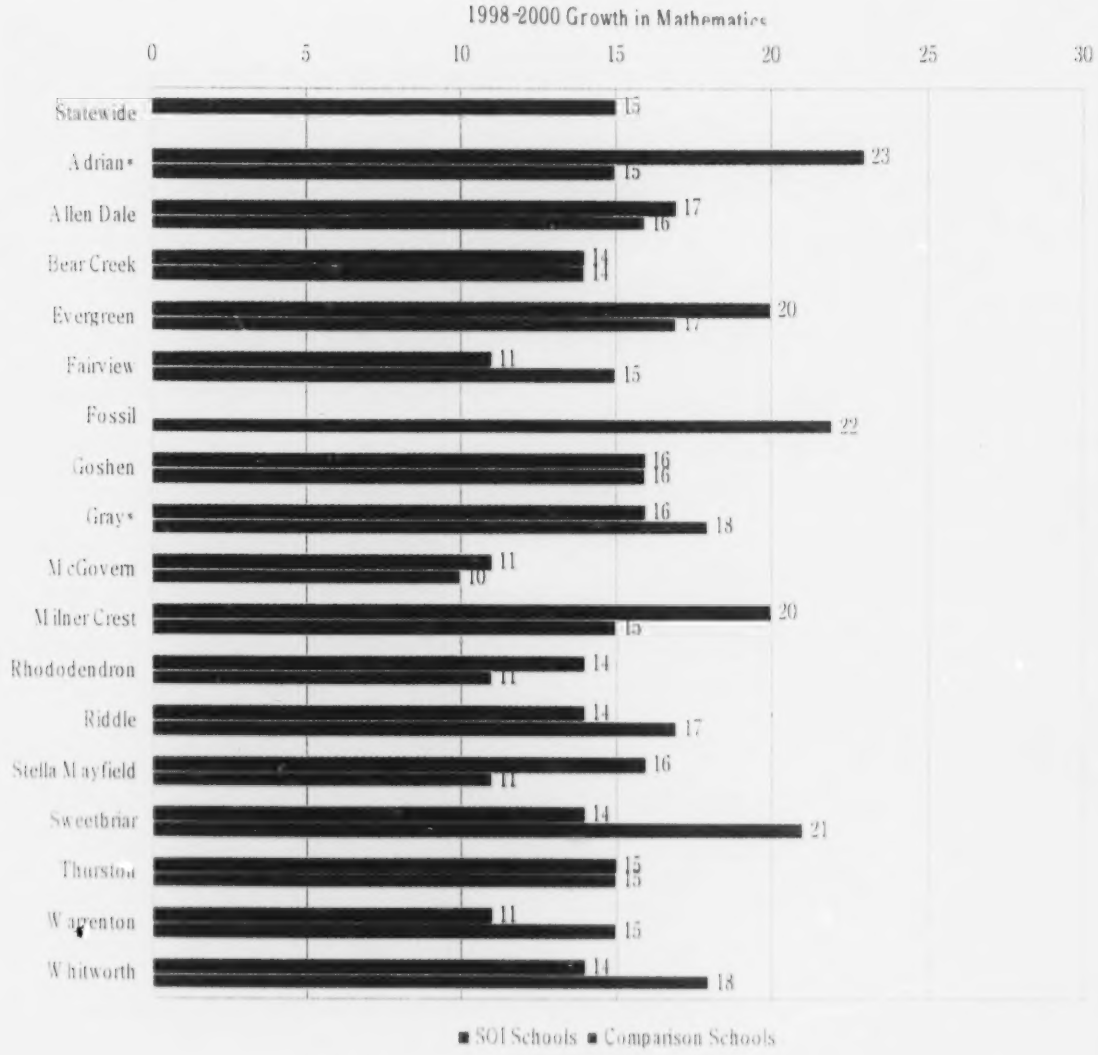
	1997	1998[a]	1999	2000		1997	1998	1999	2000
Statewide	217	218	219	220[b]		217	218	219	220
Adrian*	215	215	228	224	**CS1**	211	217	213	217
Allen Dale	214	218	219	218	**CS2**	219	218	219	219
Bear Creek	215	218	220	222	**CS3**	217	215	216	217
Evergreen	220	219	219	223	**CS4**	218	219	221	221
Fairview	216	219	215	215	**CS5**	215	218	217	218
Fossil	213	215	220	213	**CS6**	218	218	218	224
Goshen	218	221	219	222	**CS7**	222	221	229	225
Gray*	216	216	218	221	**CS8**	217	216	218	222
McGovern	214	219	218	217	**CS9**	213	213	216	217
Milner Crest	216	219	213	222	**CS10**	218	217	219	223
Rhododendron	218	217	219	220	**CS11**	214	218	217	219
Riddle	212	215	216	212	**CS12**	214	217	221	219
Stella Mayfield	216	219	220	217	**CS13**	219	214	219	219
Sweetbriar	217	218	218	220	**CS14**	216	217	222	224
Thurston	216	217	217	220	**CS15**	219	221	223	221
Warrenton	215	219	215	219	**CS16**	218	221	224	222
Whitworth	213	212	216	214	**CS17**	215	214	218	221

Notes. *School participating in the pilot Program for three years; [a]Statewide assessment results prior to SOI Program; [b]Average computed from the 34 SOI and comparison schools (state average not currently available).



Notes. *School participating in the pilot Program for three school years.

Figure 4.1: Growth in Reading from 1998-2000 for the Grade 3 to Grade 5 Cohort in 17 SOI Schools and their Matched Comparison Schools



Notes. *School participating in the pilot Program for three school years.

Figure 4.2: Growth in Mathematics from 1998-2000 for the Grade 3 to Grade 5 Cohort in 17 SOI Schools and their Matched Comparison Schools

Summary

In summary, these trend data indicate that there is little practical difference between SOI and comparison schools' academic performance at grades 3 and 5 in reading/literature and mathematics. Pair-wise graphical analyses by school, grade, and subject showed little conclusive difference between SOI and comparison schools. Many schools in both groups improved in 1999-2000 over previous years' performances, and this is commendable.

It should be noted that one must exercise great caution in comparing any school's year-over-year performance because one is comparing the performances of different cohorts of children. Still, it is not unreasonable to expect that schools and students have become more familiar with Oregon's standards and state assessments, and therefore are more able and focused in terms of instruction and assessment around standards. Thus, although many schools in both groups improved, one must compare performances of *school pairs* to be able to judge the value added to Oregon elementary schools' academic performance by the SOI Program. In this regard, there is little to choose between comparison schools and SOI schools on statewide assessments over the four years examined.

Furthermore, this year of the program evaluation affords a unique opportunity; that is, to examine the growth in reading and math of a relatively intact group of elementary-aged students as they progress from grades 3 to 5, with grade 3 scores being "pre-treatment" and grade 5 scores being "post-treatment." This comparison, whether pair-wise or group-wise again showed that there is little if any difference, in the aggregate, between SOI schools and comparison schools in terms of the academic achievement measures analyzed.

Therefore, the answer to the question "What value does the SOI Program add to the academic performance of 17 Oregon elementary schools, over and above that of similar Oregon schools which do not utilize the Program?" must at this stage be, "No discernible value in terms of academic performance."

4.1.3 Case Studies

Introduction

As noted in the introduction to this section the effectiveness of the SOI Program continues to be examined from the perspective of the *individual student*. For 1999-2000, each SOI school was asked to nominate a case study student using the following criteria:

- a third grade student participating in the SOI Lab Program, **and**
- identified as requiring special education and currently receiving services, **or**
- at-risk for being referred for special education services.

This year, complete data were gathered on 8 students who had not been studied in previous years of the program evaluation. Each student was observed in a variety of school settings, interviews with parents and teachers were conducted, and information was collected from file reviews.

The attrition rate from Years 1 and 2 case studies was high. Of the Year 1 students, one was home schooled, one moved to the middle school, and one school dropped the SOI Program. From Year 2 case studies, four students went on to middle schools, one graduated from the Program, and one school discontinued the Program. Therefore, follow-up data were gathered for 3 students involved in the SOI Program in Years 1 and 2 of the pilot program. An observation on each student in a different setting, interviews, and updated information forms were completed. Two students continued from the Year 2 evaluation and one student continued from Year 1.

In total, this year there were eleven (11) active case studies conducted. Each case study is presented in the following format:

1. School Name
2. Parent Information (written interview)
3. School Information (file review)
4. Observations (classroom, playground, resource room [if applicable], SOI Lab)
5. School Interviews (teacher(s), SOI personnel, student [including writing sample])
6. SOI Impact Discussion

Case Studies Beginning in 1999-2000

Case Study 1: Adrian Elementary School

Parent Form. The student's chronological age at the start of the case study was 10 years and 2 months. She lived with her parents, her twin brother, and younger sibling. The student, along with her twin, was delivered three weeks early and her birth weight was 4 lbs. 9 ozs. She was placed in the neonatal unit for two weeks because of problems with swallowing and sucking. A diagnosis of cerebral palsy (mild hemiplegia) was made when she was about one year old. All of her developmental milestones were reported as late. When she was eighteen months she was prescribed an orthotic device for her leg, which she continues to wear. At the age of two she fell about six feet onto a concrete floor and suffered a concussion. From infancy until she had surgery for bilateral tubes, she had chronic ear infections.

Parent Interview. The student's mother reported her daughter had a good self-concept and exhibited good behavior. As expected, because of the cerebral palsy, she had some delayed motor skills, but the weaknesses were specific to the left side. Her mother noted that the student often had difficulty with understanding when others talked with her, paying attention, concentrating, and following directions. Her parent related that her daughter did well at school with spelling and activities that were more "visual." In the first grade, both the student and her twin were retained with the mutual agreement of both school personnel and the parents. The mother commented that it had been a good decision. At home, some of the activities the student enjoyed included cooking, working puzzles, playing the piano, and knitting. It was reported that the student had a good self-concept. When asked about the SOI Program, the student's mother stated that she was not sure how it was

helping with academic skills, but that it was helping her daughter with motor skills, especially, with increased use of her left hand.

School Background Information. The student was in the third grade and, as noted above, was retained in the first grade. The classroom teacher reported that the student's academic skills were below grade level. The student was on an Individualized Educational Program (IEP), receiving services from an occupational therapist, resource room teacher, and a speech/language pathologist. The student was involved in the SOI Program in the classroom and in the SOI Lab.

School File Review. The student had always attended Adrian Elementary with a good attendance record. In 1996, her hearing was screened and it was noted that she should see a medical professional "to check for significant medical involvement." In 1997, a report stated, "Hearing is within normal limits however depressed in the low frequencies. Hearing has improved substantially when compared to 10-96 results..." A letter in the file dated 3-13-2000 recommended that the student have her vision tested by a vision specialist. Her special education file showed testing that documented very low receptive and expressive language skills.

Classroom Observation. The student's classroom consisted of 20 students. The students' desks were arranged in groups of 2s, 4s, and 5s. This student's desk was close to the front of the room. She and two peers were observed for 20 minutes during a whole class language arts activity that transitioned to a science activity. The student was on task 100% of the time; the other two peers were on task for 95% and 100% of the time respectively. During the language arts lesson that involved the students correcting errors using the overhead, the student raised her hand several times to volunteer answers, which, when called upon, she answered correctly.

Playground Observation. The student was observed for fifteen minutes during the morning recess. She was engaged in jumping rope with several other students. She was unable to succeed with more than one jump. After about five minutes she joined another girl in jumping "snake rope" at which she was successful for about four jumps. She interacted with the other students and took turns on a level that was appropriate when compared with her peers. When the whistle blew, she ran to line up to go into the school building.

Resource Room Observation. There were four students in the resource room. While two of the students worked independently, the student and a peer worked with the special education assistant. They were engaged in a reading activity where each took a turn reading aloud, then they transitioned to a coloring activity and, later, to a workbook activity. When reading, the student read at a relatively slow rate.

SOI Lab Observation. Since this was not the day the student normally came to the SOI Lab, she came alone to give a demonstration for the observer. She did two physical activities (on the balance board while tossing and catching a bean bag and walking on a narrow board while wearing colored glasses and looking at and saying the letters). Then she got her workbook and went right to work.

Resource Room Teacher Interview. The Resource Room Teacher reported that the student was below grade level in all academic areas. She stated that the student's best subject was reading, including reading comprehension at the third grade level. She explained that although the content of her written language was weak, the student took great effort to write neatly. When asked about the effects of the SOI Program, the Resource Room Teacher related that it was difficult to tell whether or not it had an impact on academic skills, but she noted that it was an appropriate placement for coordination and fine motor skills.

SOI Specialist Interview. The student was in the SOI Lab last year and finished all of the exercises, but she was referred this year by the classroom teacher because of poor academic performance. The SOI Specialist said the student had made good progress in the activities, especially walking the board. She added that the student had good independent skills and put forth good effort. In addition, she noted the student exhibited appropriate behavior and social skills.

Student Interview. When asked about her day at school the student related, "It was really fine." She said that at school she usually felt "great." She did not remember the name of her favorite book. Her favorite subject was

"reading." The subject that she thought she was best at "spelling," while "math" was her worst subject. When asked what the "best thing about being me" was, she said, "I help my mom." She said the best thing about the SOI Lab was "the exercises" and she replied that she "liked everything" in response to the question on the worst thing about the SOI Lab. When the student was asked if SOI had helped with learning, she said "yes," but she did not elaborate.

Writing Sample. When the student was given a choice to write about her favorite animal or toy, she wrote in manuscript the following in two minutes:

> *My favorite* pet is cat and dog some*
> *Time dogs chase* cats I don't let* cats in.*
>
> *asked for correct spelling

The student took great care to do a good job with her writing. At one point, she took about 15 seconds to think about what else to write.

SOI Impact. The student has cerebral palsy and mild left hemiplegia. Academic skills, language skills, and motor skills were all areas for which she was receiving special service. Behavior, social skills, and self-concept were not considered problems.

When interviewed, the student stated that the activities in the SOI Lab helped her with learning, but she could not expand on this. Her mother reported the SOI Program helped her daughter with motor skills, but she was not sure of its impact on academic skills. The Resource Room Teacher reflected what the parent had said, but she added that it was an appropriate placement.

It could be argued that having the student involved in a program that has physical activities supplementing the program developed by the occupational therapist would be an appropriate placement. The observations and interviews conducted by this professional suggested that the SOI Program was having a positive impact on the student's motor skills. On the other hand, there was no evidence that the SOI Program was having a direct impact on the student's academic skills.

Case Study 2: Evergreen Elementary School

Parent Form. The student's chronological age at the initiation of the case study was 9 years and 1 month. She lived with her parents and a younger and older sibling. The mother reported that the birth and delivery were normal and that her daughter weighed 7 lbs. 10 ozs. at birth. Her developmental milestones were normal except for language development, which was late. Two years ago her vision was checked by an optometrist and found to be normal. The rest of the student's medical history was unremarkable.

At home, it was reported the student enjoyed working on a computer, playing music, and visiting with friends; while at school her mother reported the student liked the computer, the reading centers, and going to the Educational Resource Center and the SOI Lab. She noted that her daughter had a good self-concept and was not a discipline problem. She said her daughter's handwriting was a problem, at school she thought the student had some difficulty with paying attention and concentrating.

Parent Interview. The student's mother described her daughter as being easy going, very helpful, and a peacemaker. She added that her daughter tried hard to succeed. It was noted that because her daughter was having problems in school she had wanted to retain her in the second grade, but the school would not support this. She said that this year her daughter seemed to be doing much better in school.

When asked about the SOI Program, the student's mother was not sure what that was. After a brief description, she reported that her daughter was doing better this year in reading, spelling, and math. In addition, she

commented that she seemed to be more coordinated, citing her daughter's ability to almost do a cartwheel. She thought these improvements could, at least in part, be attributed to the SOI Program.

School Background Information. The student was in the third grade and had attended Evergreen Elementary since 1998. In her classroom she has two teachers, one who taught one day a week and one for the remainder of the week. The student was identified as having a learning disability in 1999. Currently, she is on an Individualized Education Program (IEP) with her primary disability in the areas of reading and math. She received services for those areas for 60 minutes daily. She did the SOI modules in the classroom and was referred to the SOI Lab for academic skills and focusing in October 1999. She went to the SOI Lab thirty minutes twice a week.

School File Review. Evergreen Elementary was the student's second school. A vision report from the 1998-99 school year showed no problems and a report on hearing in 1997-98 revealed normal hearing at that time. For the 1996-97 school year she missed six weeks of school, but her school attendance for the past three years was good. On the school report for the third term of the 1998-99 school year her teacher had written the following: "_____needs to improve in all academic areas..."

Classroom Observation. The student population in the classroom was 27. The students' desks were grouped in 2s, 5s, 6s, and 10s. The target student sat at a group of five desks near the door. She was observed in the classroom during an activity where the students were coloring a time line they had developed, and then the class transitioned to a reading activity. When giving directions the teacher used an amplification system. The student and two peers were observed for 20 minutes. The student was on task 80% of the time, while the other two peers were on task for 75% and 55% of the time respectively. During the transition between tasks the target student had to leave the classroom to get a book to read for the next activity. When she returned, she was quick to quietly ask a peer what she should be doing.

Playground Observation. The student was observed for 20 minutes during lunch recess. She spent the first 8 minutes by herself on the play equipment, then she walked over to a boy and talked with him. Then she joined several girls, walking and talking with them. At one time she grabbed one of the girls' shoes and pretended to run off with it. When the bell rang she sauntered in with three other girls.

Resource Room Observation. The student was observed in this setting for 10 minutes during a writing activity. The student sat at a table with an educational assistant and two other students. She took about four minutes to get started with the activity. She talked with the assistant, leaned back in the chair, talked with the other students, looked at the other students' papers, and then picked up an item under the table.

SOI Lab Observation. The student was observed in the SOI Lab for 12 minutes when she came in to give a demonstration of her skills to the observer. First, she did the thumbnail scan on the balance board, the second activity was arrows opposite on the trampoline, and then she did the Brock string while on the balance board. The last activity was tossing and catching a beanbag that was thrown toward the ceiling. The first two activities were easy for her, while the last two gave her more difficulty. In reviewing her treatment plan it was noted that she had not yet mastered the latter two activities.

Classroom Teacher Interview. The classroom teacher (the teacher who teaches four days of the week) reported that the student had a good self-concept. Although she reported that the student's behavior was good, she noted that the student could get an "attitude." She commented that she thought some of the behaviors might be related to difficulty with understanding, because when things were explained on a one-to-one basis, the student seemed to have a better attitude. Academically, the student did better with reading and writing than with math. She added that the student had good independent skills, but did not ask for help when she did not understand.

When asked if the SOI Program had an impact on the student's skills in the classroom, she related that the SOI program had helped with several areas. She thought that it had helped with reading and writing, including reading fluency and rate. The teacher noted that the in the fall, the student's reading rate was 24 words per

minute, and now it was 46 words per minute. In addition, she related that the student appeared to be more comfortable with oral reading. Besides academic skills, she thought the SOI Program had helped with the student's attention.

Resource Room Educational Assistant Interview. The Resource Room Teacher was out on maternity leave. The Resource Room Educational Assistant reported that the student had made good improvement in reading since the beginning of the school year.

SOI Specialist Interview. The SOI Specialist related the student's self-concept at school had been weak in the fall, but had improved. She stated that the student exhibited defensive behavior, but this was improving as well. In relation to a question about social skills, the teacher said that the student took her time to warm up to a situation. The SOI Specialist noted that the student was making progress in the SOI Lab and that she had seen improvements in self-concept and attitude.

Student Interview. When asked about her day at school, the student said, "We have to do lots of work. It's a good day." She said that her favorite subject was "writing," while her best subject was "coloring." She related her worst subject was "math, because I don't know how to do it". When asked what her favorite book was she said, "The Cat in the Hat." The question was asked, "What is the best thing about being you?" and she responded that, "I get lots of stuff." She stated that she was proud of school because it was teaching her "lot of stuff." She said the best thing about the SOI Lab was "arrows opposite and stuff," while the worst thing about the SOI Lab was "nothing." The student said being in the SOI Program had helped her with "coloring and writing" and that it had helped her with "doing stuff I didn't know before and helping me with my moves—I'm going to be a cheerleader."

Writing Sample. When the student was given a choice to write about her favorite animal or toy, she wrote the following in manuscript in one minute and 50 seconds:

> *My dog JacK is My fravrit animal**
> *be cause he helps Meike ather*
> *dogs. and he is helfel to ather*
> *dogs*
>
> *asked to be spelled

SOI Impact. The student was placed on an IEP for reading and math in the fall of 1999. She was referred to the SOI Lab in October 1999. The classroom teacher and the educational assistant in the Resource Room had seen good gains in reading. The student's mother had seen improvement in her daughter's reading, spelling, math, and motor coordination. Some improvement in attention was reported by the classroom teacher and in attitude and self-concept by the SOI Specialist.

The classroom teacher related that the SOI Program had helped with the improvements the student had made this school year, and the parent concurred. The student's mother added that she thought the SOI Program helped an improvement in motor coordination. The student credited the SOI Program with her improvement in coloring, writing, and large motor coordination.

The student started two special services this school year. It would appear that the two-pronged approach had a positive impact on the student's academic progress, the area of concern. The SOI Program appeared to be an equal partner in helping this student make academic gains. In addition, reported motor coordination improvement could be credited to the SOI Program. It could be concluded that the SOI Program had a moderate impact on the student's progress.

Case Study 3: Goshen Elementary School

Parent Form. The student's chronological age at the start of the case study was 9 years and 10 months. He lived with his parents and two older siblings. The student's mother reported complications with the pregnancy in the

first trimester. At that time a twin was aborted and the mother was given medication to stop further contractions and ordered to bed until her son was born. The student was born three weeks early, weighing 4 lbs. and 11 ozs. He remained in the hospital for three weeks because of difficulty with holding his body temperature and no sucking reflex. His developmental history ranged from average (sitting up, toilet training) to late (walking, talking). The medical history revealed several serious injuries that required hospitalization. The first was a head injury from falling out of a grocery cart when he was about two years old and another episode, when he was two and half, with life threatening injuries caused by being electrocuted. The first incident required four days of hospitalization, while the latter required seventeen days. Chronic ear infections and a tendency toward high fevers when ill were noted to be continuing health patterns. His vision was reported to be normal, while hearing was suspected of being suppressed when he had an ear infection. The rest of his medical history was unremarkable.

It was reported that the student enjoyed, at home, riding his bicycle, jumping on the trampoline, and playing Nintendo. His mother noted that he was not a discipline problem, nor did he exhibit problems with self-concept. Some problems were noticed at times with understanding when others talked; paying attention; concentrating; following directions; and controlling behavior.

Parent Interview. His mother related that her son enjoyed school but it was difficult for him. She noted he was getting special services at school and was in the OASIS Program, where he spends time with an adult from the community reading and playing games. At home, she related that he was hyperactive and could not seem to sit still for long. She noted that he was constantly telling her how "stupid" he was because he could not read. When asked, the parent reported that her son was doing better in school with behavior and academic skills and she thought that her son's involvement with the SOI Program had a positive impact on these areas.

School Background Information. The student is in the third grade. He started first grade out-of-state and transferred to Goshen Elementary for the rest of the first grade. He repeated first grade at his parents' suggestion. His teacher reported on the school information form that the student's academic skills were at the second grade level, except for mathematics that was at the low third grade level, while written language was at the first grade level. The classroom teacher described the student as "...being a good worker, uses time well and tries... has good social interaction with other students, wonderful student who follows directions well, behaves in class, and gets along with everyone." He added that the student had low confidence in the school setting. He received 160 minutes a week of service in the resource room in reading and written language and 40 minutes a week in the speech room for language.

The student was referred to the SOI Lab in September 1999. The main reason for the referral was for focusing/attention. He went to the SOI Lab for thirty minutes twice a week, as well as participating in SOI activities in the classroom.

School File Review. The student's school attendance record showed 11.5 absences in the first grade for the 96-97 school year and 15.5 absences in first grade for the 97-98 school year. In the second grade he had only 2 absences. A report for fall 1999 stated that his vision was normal, while a report for the 1997-98 school year reported that his hearing was normal at that time.

In kindergarten, it was noted that the student was receiving help from the "resource room staff" for reading and that he was easily distracted. He was placed on an Individualized Educational Program (IEP) in January 1997 for receptive and expressive language problems, and then in November 1999 he was identified as having a learning disability. His current IEP shows that the primary eligibility was in Communication Disorder and secondary eligibility in Learning Disabilities. The annual goal for reading was "...will read orally 100 words correct per minute on a 2nd grade level passage with 96% accuracy and 80% comprehension by November 2000." Most of his grades during the third term of second grade were 2s (i.e., shows some evidence of content and/or skills) or 3s (i.e., basic development, application of content and/or skills). It was noted that his math skills were better developed than reading or writing.

Classroom Observation. The classroom had about 20 students with their desks together in two "L" shapes. The target student's desk was placed so that his back was away from the doorway and he faced into the center of the

room. On this day there was a substitute teacher and a student teacher in the classroom. The students were reviewing their spelling words and then they had a spelling test. The student and two peers were observed for 19 minutes just prior to the lunch period. The student and one peer were on task 68% of the time and one peer was on task 74% of the time.

Playground Observation. The student was observed for twenty-five minutes during the noon recess. He was with a large group of students playing soccer. Although he appeared to stand back and observe others, he was involved with the game and seemed to mix well. On the way to line up to go into the school he told several students that they were supposed to walk, not run.

SOI Lab Observation. The student came into the lab with two other boys (another boy was absent). He went to a book and found out what he was to do for the day. The first activity he did was quarter turns on the trampoline. After he finished, he put a star on a chart. Then he tossed a beanbag while standing on a balance board but had difficulty making more than two catches. The last physical activity he did was walking the balance board wearing colored glasses. For the last ten minutes of the SOI Lab he worked in the workbook. It was noted that he worked with his head close to the page.

Classroom Teacher Interview. The teacher related that the student was a "low" student with his greatest academic weakness being language arts, while math was his best subject. He noted that the extra programs were helping the student but it was "one step forward and two steps back." Activities that were more hands-on were easier for the student, he commented. Behavior and social skills were reported to be good, while self-concept related to academic skills was weak. He related that the student tended to be mellow, well behaved, and helpful.

When asked what impact the teacher thought the SOI Program had on the student's academic skills, he related that he could not say how the SOI Program had helped. He noted the student had been referred to the SOI Lab to see if it would help him with academic skills, and it was difficult to see if any improvement had been made in the referred area of language arts. The one area of success attributed to the SOI Program was pride in his accomplishments that in turn had strengthened his self-concept.

SOI Specialist Interview. The SOI Specialist noted the student was referred mainly because of his difficulty with focusing and attention. She related that he worked diligently and, although he was making steady progress in the SOI Lab, he still was in the process of mastering the activities.

Student Interview. When asked about his day at school, the student related that it was "fine" and that he had "gone to PE before lunch and ran." He related that his favorite subjects were "science and math." He said that his best subject was "science," while his worst subject was "math." His favorite book was "some Bart Simpson books." The question was asked, "What is the best thing about being you?" and he said, "being nice." He noted that the best thing about the SOI Lab was "doing fun things," while the worst thing was "nothing." The student said being in the SOI Program had helped with "school work" and when asked what schoolwork the student said "not with reading, but everything else."

Writing Sample. When the student was given a choice to write about his favorite animal or toy, he wrote in script the following about his favorite animal in one and a half minutes:

> *My favorite * pat is dogs. I like dogs becos I just like dogs.**
>
> *asked to be spelled

He stopped after the first sentence, but was encouraged to write more.

SOI Impact. Reading, written language and communication were this student's weakest subjects. He was on an IEP for these areas, with direct services provided in the resource room and speech/language room. It was reported that the student has made limited gains with his academic skills and he continued to work below grade level. Behavior and social skills were reported by the school as not being problems, while self-concept in the

school setting was noted as a weakness. His mother noted there was a problem with behavior such as attention, but not with self-concept in the home setting.

When interviewed, the student noted that the SOI Program had helped with academic skills in everything but reading. His mother reported she thought he was doing better with academic skills and behavior and she thought the SOI Program had a positive impact on those areas. The classroom teacher reported a boost in self-concept might be the result of the SOI Program.

The student was receiving many special services and he had made small academic gains. It could not be determined what, if any, contribution the SOI Program had to these gains. It could be viewed that the SOI Program had helped with his self-concept at school by providing an atmosphere that gives him positive attention and success.

Case Study 4: McGovern Elementary School

Parent Form. This student was 10 years and 5 months old at the beginning of the study. He lived with his parents and three younger siblings. His birth history was normal. His birth weight was 7 lbs 7 ozs. The developmental history ranged from average (e.g., dressing self, sitting) to late (e.g., walking, buttoning, first sentences). The medical history revealed that he had surgery for a double hernia when he was six weeks old. Ear infections were reported, but not chronic. Because the student related that he was seeing double his vision was checked by a vision specialist. This evaluation was completed about six months ago and showed his vision to be normal. He was diagnosed with depression and, currently, he takes 50 mg of Zoloft once a day. The rest of his medical history was unremarkable.

At home, it was reported that the student enjoyed drawing, cooking, and reading; while at school he enjoyed soccer and science. His mother noted he sometimes exhibited problems with understanding when others talked to him, paying attention, concentrating, following directions, and staying on task. Self-concept and overall behavior were reported as good. The things that worried his mother about him were "his emotional (in)stability, and hunger for one-on-one attention."

Parent Interview. The student's father and mother reported that their son was doing better in school this year. They thought that his retention in the third grade had helped with his confidence because he could do the schoolwork. The student's parents stated that they thought their son had gained confidence and his attitude had changed for the positive. They added that following directions and staying on task were getting better.

When asked about the SOI Program, they commented it was difficult to separate what had the most impact on their son's progress. They thought that everything contributed to his progress, but they added that the SOI Program was in part responsible for their son's improvement with academic skills, especially in reading and written expression.

School Background Information. The student was in the third grade and has attended McGovern Elementary since the beginning of this school year. He had attended four schools prior to the 1999-2000 school year. This year he was retained in the third grade, in part because an early birth date placed him in the first grade in another state earlier than his current peers.

On the school information form the classroom teacher described him as cooperative and a hard worker, but as constantly seeking attention and approval. She noted that he had low self-esteem and had difficulty attending to a class assignment, especially on the assignments related to his weaker academic areas. It was reported that he possibly made speech errors when he spoke. She reported that the student's reading and written language, including handwriting were a year below grade level, while science and math were above grade level.

The student received services in Title I for reading. Just recently he was tested to see if he would qualify for special services. (School personnel and parents met in May and although he qualified for services, since he was involved in so many programs they decided that he would be monitored. If he were not improving he would be picked up for more services.)

The teacher reported that instead of testing initially to see if the student qualified for an Individualized Educational Program, he was referred to the SOI Lab. This was done in November 1999, with the reason for referral being poor performance in reading, written language, and handwriting. He participated in SOI activities in the classroom and was in the SOI Lab for 30 minutes twice a week.

School File Review. The student transferred from another school in the fall of 1999. He missed 13 days of school last school year and his attendance has been better this year. His vision was checked this school year and the results showed 20/30 in each eye. There were no hearing tests reported. In the spring of 1999 he took the Oregon Statewide Assessment, but he did not meet the state standards in reading, writing, or math.

Classroom Observation. There were 13 students in the classroom. The students' desks were in rows facing the board. The target student was observed in the classroom during a time when they could chose to do SOI modules, spelling, or write a pen pal letter. The student worked on spelling; then the tasks switched to the students giving presentations. During the transition period, the student sat quietly. He appeared to be an attentive listener when the other students presented. He and two peers were observed for 22 minutes. The student was on task 86% of the time, and the other two peers were on task for 81% and 73% of the time, respectively. (On another day the student and another two peers were observed for 10 minutes while the teacher and students did choral reading and then each student was asked to read a passage. This time the target student was on task 90% of the time and two different peers were on task for 90% and 100% of the time respectively.)

Playground Observation. The student was observed for thirty minutes during the lunch recess. He was playing a form of kick ball with seven boys and girls. He took his turn and when involved in the game he followed the rules. He seemed engaged in the activity and was excited when he got the ball to hit the backboard. When the bell rang, he was the last one from the group to walk into the school. He joined a school aide and walked in with her.

SOI Lab Observation. The student was in the SOI Lab with three other students. He was observed for 15 minutes working on the workbook and then he was observed for 15 minutes doing floor exercises. When he was involved in the workbook activities he worked quietly and he kept his body still. On several occasions he asked for help from the assistant.

Classroom Teacher Interview. The teacher related the student's self-concept at school was weak and that his feelings could easily be hurt. Over the school year this area had improved greatly. When asked about his behavior, the teacher noted that it was pretty good, but he did have problems getting started on assignments. When asked about how he interacted with the school staff, she related that he did well, although at times he could be very "huggy" because he seemed so needy. This "neediness" sometimes carried over to his peer group and influenced how his peers accepted him. Even with this, she thought the student got along fairly well with other students. She added that he had a strong need to belong, although this too had improved since the beginning of the year. Academically, science and math were his best subjects, while his weakest subjects were reading and written language. The academic skills that have shown improvement were reading, written language, and handwriting.

When asked about changes that had occurred in the student since he started the SOI Program, she said that his academic skills, self-concept, behavior, and social skills had all shown improvement since starting the SOI Program. When asked about SOI's influence, she reported that she knew it gave the student a place to "belong" and she thought it have been a great help in the strides the student had made in school. But even with this, she said it was difficult to know whether or not the positive changes were the result of his medication or the SOI Program.

SOI Specialist Interview. The SOI Specialist related that the student's self-concept was improving, that he did not get as discouraged and his confidence was better. His behavior had changed from being "whiney" and not quick to get to a task to no complaining and getting right to work when he comes into the lab. She said that although he was making good progress, he would probably be in the SOI Lab next school year.

Student Interview. When asked about his day at school, the student said, "My day at school, I kind of work my hardest and sometimes I like to play and I like to serve food—I'm a lunch helper." At school he stated he was, "Happy to learn." His favorite subject was "drawing" and "drumming—like on the table." He related his worst subject was "reading" while his best subject was "math." He said that his favorite book was *Castles*, a story about medieval times. The question was asked, "What is the best thing about being you?" and he responded, "I like to run fast."

The student said the best thing about the SOI Lab was, "You get to learn more," while the worst thing was, "Nothing." He reported that the SOI Program had helped him do better in school with writing, reading, and overall learning.

Writing Sample. The student was given a choice to write about his favorite animal or toy. With very good effort he wrote in cursive in one minute and twenty seconds the following:

My faverit pet is a cat

SOI Impact. McGovern was the fourth school this student had attended. This year he was moved back to the third grade. The student was taking medication for depression. Reading and written language were reported as this student's weakest academic areas, while math was above grade level. He was receiving services in Title I and participated in the SOI Program in the classroom and the Lab. While his parents said his self-concept was adequate, the classroom teacher thought it was poor in the school setting. The student exhibited "needy" behaviors in the school setting. His parents and classroom teacher reported the student had made improvements in his academic skills. The teacher added that self-concept, behavior, and social skills have all improved.

When asked what impact the SOI Program had on the student's progress, both the parents and classroom teacher thought the program was at least in part responsible for the improvements. The teacher added that she thought going to the SOI Lab gave the student a place to "belong." The student was more definitive and said the SOI Program had helped him do better with writing, reading, and overall learning.

The SOI Program had provided the student with many of the elements needed to help him shed some of his "needy" behaviors and to improve his self-concept. These elements included structure, consistency, one-on-one attention, security, positive support, and success. For that reason it should be considered that the SOI Program was moderately successful with the improvement of the student's behaviors and self-concept, and that in turn helped him to focus on academic skills.

Case Study 5: Milner Crest Elementary School

Parent Form. The student's chronological age was 8 years and 11 months as the study began. She lives with her mother, stepfather, and two younger siblings. Birth was uncomplicated with a birth weight of 6 lbs., 7.5 ozs. The developmental history ranged from average (e.g., talking) to late (e.g., tying shoes). Her mother said her daughter had a history of ear infections that have decreased in frequency over the years. Her vision was checked by an optometrist in 1998 and found to be normal. In February 2000, she was placed on 5 mg. of Ritalin twice a day. The rest of her medical history was unremarkable.

At home, her mother said the student enjoyed helping to cook, being outdoors, and playing computer games; while at school she liked reading, spelling, and art. It was noted that she differed from other children in the family in that she had a very short attention span, tended to be more outgoing, and attempted to hide things. She noted that her daughter often had problems with paying attention and staying on task.

Parent Interview. The student's mother described her daughter's social skills as weak, in that she makes friends but later complains they did not like her. In addition, her self-concept was described as poor. When asked about how she was doing on the medication, she noted that the school had reported there had been a positive change. Problems with school were noted for the student around the first grade. The student's mother reported that several of her daughter's uncles, one aunt, and a brother had problems with academic skills. When asked about

the influence of the SOI Program, the student's mother related that the Program had helped her daughter be more interested in school and to be more enthusiastic.

School Background Information. This was the student's second year at Milner Crest Elementary. She was identified as having a learning disability this school year and received an Individualized Education Program (IEP) in the area of written language. In addition, she was identified as needing speech services with remediation aimed at articulation. Starting in January 2000 she received service for 150 minutes weekly in the Resource Room and 40 minutes weekly in the Speech Room. An additional 30 minutes weekly was provided in the regular classroom through support by the special education staff. She will participate in the Oregon Statewide Assessments this year with accommodations.

The classroom teacher reported on the school information form that the student's academic skills, with the exception of written language, were at grade level with reading comprehension placing at the beginning of third grade. Written language was at the beginning of second grade. Although the teacher completed the teacher information form several months after the student had started medication to help with attention, she noted that the student had extremely short attention. She reported that independent work habits were nonexistent. The areas of social development and attitude were described as being good. In addition to services from the resource room teacher and the speech/language pathologist, the student participates in SOI in the classroom and in the SOI Lab.

School File Review. The student attended one school in kindergarten and first grade, and another school for about the first half of second grade. She transferred to Milner Crest in February of 1999. She missed 17 days in the first grade. (The classroom teacher reported her attendance was good this school year). In October 1998, at the second school, a student action plan was filed. It noted that the student had difficulty staying on task, had difficulty following directions independently, and that reading was significantly low. A lateral lisp was noted. A referral for services was delayed until later in the school year when the team would look at the rate of progress. Her hearing was checked during the 1997-98 school year and found normal bilaterally, while her vision was checked during the following school year and was 20/30 for each eye.

Classroom Observation. There were 17 students in the classroom. The students' desks were grouped in threes. The student and two peers were observed for 20 minutes in the classroom during an independent reading activity whereby the students read to themselves and then selected answers to written questions about what they had read. The student was on task 80% of the time; one peer was on task 95% and the other 75% of the time. At one point the student asked the teacher how to do the assignment.

Resource Room Observation. The student was observed in this setting with 6 other students. She sat a table with 4 boys and worked with a teacher. The group was involved with a word find activity. Another teacher and 2 other boys were working at another table in the room. The student attended to the task and exhibited good behavior throughout the time she was observed.

Playground Observation. The student was observed for 17 minutes during the morning recess. Throughout this observation period she played by herself on the playground equipment. She would climb and slide on the slide. At one point, she tussled with one boy and then chased another boy. When the whistle blew, she walked to the line and stood quietly until the class walked into the school building.

Classroom Teacher Interview. The teacher reported that the student functioned academically at an "okay" level when compared to her peers, with writing as her weakest area. She noted that it depended on the student's mood whether or not she worked at grade level. The teacher noted that behavior fluctuated from normal to "babyish." The most noticeable negative behavior was annoying other students to gain their attention. The student demonstrated respectful behavior with adults. When asked about the student's self-concept, she said on some days this student had a very poor self-concept. She noted that since the student had been on medication she was not sure if she had seen any changes but she did note that another teacher had commented that she had seen a positive change since the student had started Ritalin in February 2000. When asked about the SOI Program, the teacher reported that although she had not seen a change in the student's behavior or social skills attributable to the SOI Program, she saw an improvement in her self-concept. She added that SOI had helped to bring out the student's skills in reading.

Resource Room Teacher Interview. The Resource Room teacher noted that the student had received services for reading, math, and written language but had made enough progress to be dropped from eligibility for services in reading and math when her IEP was reviewed in February 2000. She credited the SOI Program for playing a large role in this, as well as the student's current progress in written language.

SOI Specialist Interview. The SOI Specialist related that the student entered the SOI Lab in the spring of 1999. She was referred because she had difficulty controlling herself physically and academically. She said the student did well in the Lab and made good progress when her day in the regular classroom was going well. The SOI Lab Specialist commented that she viewed many of the student's problems as stemming from her wanting to be the "center of attention." She noted that on many days the student was a joy to work with and the student was very happy with her successes. She added that even with the improvements, the student still had difficulty controlling her body and would benefit from another year in the SOI Lab.

Student Interview. When asked about her day at school, the student said, "Today my throat hurts a little, [I] didn't want to get up... too tired and I like the green books a lot and drawing a lot and that is all I have to say. I can't wait for lunch." She said that her favorite subject was " lunch," while her best subject was "reading." The subject she reported as her worst was "writing" and she explained that it was because sometimes her hand got tired and she got in trouble because she took a break. She said that her favorite book was "Cat in the Hat." The question "What is the best thing about being you?" drew the response, "I am a girl, girls are better than boys." She explained that the best thing about the SOI Lab was, "The trampoline. I love going in there," while the worst thing about the SOI Lab was " ...walking on the balance board with glasses." It was noted that during the interview, on some words, the student exhibited a slight lisp. When asked, she said that the SOI Program had helped her with "working on my green books." She would not elaborate when prompted to say more.

Writing Sample. Given a choice to write about her favorite animal or toy, she turned the lined paper horizontal and wrote in manuscript the following about her favorite toy in one minute and thirty seconds:

> *I Love My stuffed**
> *Mucy Named ester Mucy*
>
> *spelled at her request

When the student was finished writing she asked to draw a picture to go with her story. She added that her mother had bought the stuffed monkey named "Curious George" the day before.

SOI Impact. The student is taking medication to improve attention, with mixed results reported on its effectiveness. The student is on an IEP and receives special services for written language and speech. Behavior and the student's self-concept concern her mother and school personnel.

The student had been involved in SOI activities in the classroom and was referred to the SOI Lab in the spring of 1999. The classroom teacher reported that her experience in the SOI Lab had helped "bring out" the student's skills in reading. The student's mother thought SOI had helped her daughter with better interest and enthusiasm in school. The Resource Room Teacher thought the SOI Program had played a large role in the student not needing continued special services for reading and math and for her improvement in written language. The SOI Specialist stated that she had seen steady improvement in the areas the student was referred for: controlling herself physically and academically.

This student exhibited behaviors that were counter-productive in a school setting. The SOI Lab has probably impacted the student's progress by providing needed recognition and acceptance, which has helped improve behaviors. Additionally, the SOI Lab emphasizes focusing, which would be helpful to this student's academic skills. For these reasons, the SOI Lab had partly impacted the student's progress in school.

Case Study 6: Rhododendron Elementary School

Parent Form. This student was 9 years and 2 months old as the study began. She lived with her parents and a younger sibling. Five other siblings were adults and lived on their own. The student was born, weighing 7 lbs., 11 ozs. after a long and difficult labor. There were no problems noted at birth and, except for continuing problems with shoe-tying, her developmental history was normal. The medical history revealed several severe ear infections when she was about three years old. Chronic colds and a tendency toward high fevers when ill were noted as continuing health patterns. The rest of her medical history was unremarkable.

At home, this student enjoyed the animals on her parents' small farm and drawing. Her parents said she was not a discipline problem nor did she exhibit problems with self-concept. Some problems were noted with balance, throwing a ball, and skipping, but these areas were reported to have improved this year. Paying attention, concentrating, and following directions continued to be problems, while some difficulty was also noted with her staying on task and controlling her body when walking, running, or playing.

Parent Interview. The mother related that although her daughter loved school and puts out good effort, she continued to have trouble with academic skill areas, especially reading. She commented that she even bought and used the reading program "Hooked on Phonics" to help her daughter, but no improvement was seen.

When asked if the SOI Program was helping her daughter, the mother stated that this year she had seen an improvement with reading and writing skills, as well as in coordination and behavior. She was not sure if the SOI Program was the sole reason for these improvements, but she thought it was possibly a combination of maturity and all the help her daughter was receiving.

School Background Information. The student was in the third grade and has always attended school at Rhododendron. On the school information form the classroom teacher described her as "a wonderful student who follows directions well, behaves in class, and gets along with everyone." Her reading level was reported at the first grade level, while written expression was at the second grade level. The rest of her academic skills were at the lower end of her grade placement. In the classroom she was in Accelerated Reader, an individualized reading program. She has been identified as a student with a learning disability and has an Individualized Education Plan (IEP) for reading and written language. She received services in the resource room for 75 minutes per week for written language and 150 minutes per week for reading. Special accommodations were noted on the IEP for the Oregon State Assessments. In October 1999 the student was referred to the SOI Lab because of weak reading and language arts skills. She goes to the SOI Lab twice a week, as well as participating in SOI activities in the classroom.

School File Review. The student's school attendance record showed "a tardy problem" in kindergarten, 16 absences in first grade, and 33.5 absences in the second grade. A report for the 1998-99 school year stated the student's vision was normal. In kindergarten, she was recommended for Title I services for readiness skills, then again in first grade for reading. A report from the Title I teacher at the end of first grade stated "...has not made the progress in reading that I expected this year". She exited from Title I in 1998. The second quarter 1998-99 Progress Report from the first grade teacher stated, "(The student) is a sweet girl. She works hard, but her attendance has been poor. She needs to practice reading each night."

Classroom Observation. The classroom comprised about 20 students. Students' desks were arranged in groups of four. The target student's desk was away from the doorway. She was observed in the classroom during reading. Part of the time she was reading independently and checking comprehension questions on the computer, while the rest of the time was spent in a reading group. When she was in the group she often wiggled her feet and turned in her chair. She and two peers were observed for 23 minutes. The student was on task 68% of the time, one peer was on task 96%, and the other peer was on task 37% of the time.

Playground Observation. The student was observed for 20 minutes during the noon recess. She was on the play equipment with two other girls, climbing and sliding down the slide. During the time they were together they talked with one another. A couple of times they playfully "tussled." When the whistle blew, she walked in with three girls and lined up to go into the school.

SOI Lab Observation. The student was in the SOI Lab on an off day to demonstrate for the observer some of the activities that she did in that environment. She performed two activities on the balance board, tracking a moving object and catching a beanbag. Then she did trampoline basics. Throughout this demonstration she exhibited good concentration. When finished with each task she put away the equipment.

Resource Room Observation. The student was observed in the resource room. She was there with three other students. The first activity was to correct, as a group, a sentence on the blackboard. Each student raised his or her hand to point out an error and how to correct it. The student was very involved and correctly solved several errors. Then the teacher reviewed some words they would encounter in their reading and then they took turns reading aloud.

Classroom Teacher Interview. The teacher related that all of the student's academic skills were weak, with mathematics a little stronger than the others. Reading and written language were her weaker areas. She commented that the student had been identified as having attention deficit disorder and that she had been doing better since she started a no-sugar diet. She noted that although the student knew she was a low reader, her self-concept appeared to be good. Her behavior was good, but socially she had some difficulties at the beginning of the school year. Now she associated with three of the "higher level" girls in the classroom. She commented that the student was very compassionate and tolerant of students and gave the example of befriending a student in the class who has Tourette's syndrome.

When asked what impact the SOI Program had on the student's academic skills, the teacher related that she could probably not attribute any changes in academic skills to the SOI Lab. She could not tell if the SOI Program was the reason for better social skills, but she thought that better focusing in the classroom might be attributed, in part, to the SOI Program.

SOI Specialist Interview. The SOI Specialist noted the student was referred because of difficulty with reading and language arts. The SOI Specialist reported the student was moving along at a good pace in the Program. She noted that the student had intact memory skills. Because of the reading problems, she had started the student in LOCAN—a rebus program within the SOI Program that moves from symbols to words.

Student Interview. When asked about her day at school, the student related that it was fun, and that sometimes "I do homework, sometimes do science and math." She said her favorite subject was "reading." She related her best subject was "math," while her worst subject was "trying to write words and stuff." She said that she did not have a favorite book. The question was asked, "What is the best thing about being you?" and she responded, "I get to live on a farm." She said the best thing about the SOI Lab was "the teacher was nice," while in response to the question about the worst thing about the SOI Lab, she responded with "I like everything about BRIDGES (SOI Lab)." When asked how the SOI Program had helped her in school she said the SOI Program had helped "when taking reading tests" and with "focusing and remembering."

Writing Sample. When the student was given a choice to write about her favorite animal or toy, she wrote in manuscript the following about her favorite animal in two minutes:

*my favorite * Pet is my horse *(name)*

*asked to be spelled

SOI Impact. Reading and written language were the student's weakest subjects. She has an IEP for these areas, with direct services provided in the resource room. It was reported that the student had made some gains with her academic skills, but she was still well below grade level, especially in reading and written language. The student and her mother reported improvements in behavior and coordination.

When interviewed, the student noted that the SOI Program was helping her with attending and remembering. Her mother reported she could not attribute the improvements in her daughter to any one program, but commented that maturity and a combination of programs might be reasons for improvements. The classroom

teacher thought better focusing might be the result of the SOI Program, but she could not attribute other changes to the SOI Program.

There were different areas that had showed some improvement for this student, but attention and focusing seemed to be the areas where the impact was attributed to the SOI Program. Since the SOI Lab is highly structured, it would be feasible that improvement in these areas could be credited to the SOI Program.

Case Study 7: Sweetbriar Elementary School

Parent Form. The student was 9 years and 4 months as the case study began. He lived with his parents and an older sibling and a half-sibling. Although the pregnancy was described as complicated, he was delivered full term without difficulty, with birth weight of 6 lbs, 9 ozs. The developmental history was normal. The early medical history was unremarkable, except for some problems with enuresis that were recently resolved. Currently he has migraines four to five times a month. A vision specialist checked his vision last year and he was prescribed glasses. He had the glasses for only a short time before they were lost. At home, the student enjoys playing video games; while at school he likes music and recess. In the home setting he sometimes exhibited problems with staying on task, controlling behavior, and following rules.

Parent Interview. The student's mother said her son's self-concept was intact and he was not a discipline problem. She reported that he was not too coordinated. Mathematics was said to be his best subject and she commented that he did not exhibit academic problems. When asked about the SOI Program, the student's mother said she thought her son did not want to go at first because he felt singled out. Now, he accepted it as part of what he had to do for school. She related that she had not noticed anything negative about her son being in the SOI Program.

School Background Information. The student was in the third grade this year. On the school information form his teacher said his attendance was sporadic due to illness in the family. The classroom teacher described him as having some problems with attention span and "putting himself down" at times. It was noted that his small motor coordination was very poor. She reported that his academic skills in the areas of reading, listening comprehension, and mathematics were a year below grade level, while written expression was two years below grade level. He was involved in the SOI Program in the classroom and he went to the SOI Lab, the only special service he was receiving.

School File Review. Sweetbriar is the only school this student has attended. His school attendance was poor; he missed 28 days for the 1996-97 school year and 24 days for the 1997-98 school year. It was noted on a 6-98 report that "(the student) has missed a lot of school and this has affected his progress. He did not meet 2nd grade standards in several areas." In the fall of 1997 his hearing and vision were screened and were found to be normal. (His mother noted a vision specialist last year had prescribed glasses for a vision problem.)

Classroom Observation. The classroom consisted of 25 students and was an open classroom wired with a system that allowed the teacher to amplify her voice. The students' desks were arranged in groups with four groups in the room. The student was seated toward the center of the room. He was observed in the classroom during a reading activity where the teacher read from "Ramona the Pest" to the class and an activity that involved the students locating rooms on an architectural plan. The students were seated at their desks for both activities. While they were listening, they ate snacks and worked with anagrams. The student selected a book and read it silently. The target student and two peers were observed for 21 minutes. The student was on task 95% of the time, one peer was on task 100% of the time, and the other peer was on task for 90% of the time.

Playground Observation. The student was observed during a 25-minute morning recess. He spent his time engaged in several activities. First, he walked around and talked with a peer, then he leaned against a wall and watched two boys playing wall-ball before he and a girl joined the other two. The last activity was playing on the playground equipment, although much of the time was spent waiting in line for a turn. Just before the time to go in, he walked over and watched two boys playing. When the whistle blew he ran to be first in line. He held the door open for his class.

Classroom Teacher Interview. The teacher said the student's self-concept had improved greatly. When asked about his behavior, she noted that the student could benefit from learning a little more self-control. Social skills were described as normal for his chronological age. She remarked that he was well-liked. Academic skills in all areas were reported to have improved greatly in the time since she completed the teacher information form in the fall. When asked what impact she thought the SOI Program had on the student, the teacher credited the SOI Program with improvement in all areas; academic skills, self-concept, behavior, social skills, and in the area of self-confidence. She said he was a different kid from last year or the fall when his reading was low and his handwriting was illegible.

SOI Specialist Interview. The SOI Specialist said the student had been referred to the SOI Lab in the fall of 1999 for help with focusing. She noted that in the Lab his self-concept, behavior, and social skills were age appropriate. Improvements were seen in focusing, his reading had improved, and he had become more helpful in the Lab. When asked about his progress, she said that in the Lab he was moving along at a good pace.

Student Interview. When asked about his day at school, the student said, "At the start of day I get out a chair, fill water bottle, sharpen pencils, gets folders...other stuff, lot of it". He said that his favorite subjects were "PE and reading." He related that his best subject was "reading," while his worst subject was "math." He said that his favorite book was "Harry Potter, so far". The question "What is the best thing about being you?" drew the response "I have a good family." He said the best thing about the SOI Lab was the "book work," while the worst thing about the SOI Lab was "doing the board, (wearing) glasses, walking back and forth." The student said being in the SOI Program had helped him do better in school with SOI in the classroom and he added the SOI Program had helped him with his math and coloring projects.

Writing Sample. When the student was given a choice to write about his favorite animal or toy, he wrote in manuscript the following about his favorite animal in three minutes, five seconds:

> *my favorite *Pet is a kittens.* Because *They are*
> *furry *and cuddliy * and cute and warm.*
>
> * asked to be spelled

SOI Impact. The student had a history of delayed academic skills. The only special services that he was receiving this academic year were from the SOI Lab. His behavior, other than some attending problems and social skills, was not considered a concern. His classroom teacher reported that since fall the student had made great gains in self-concept and academic skills.

When interviewed, the student said the SOI Program was helping him with his math and coloring, as well as SOI in the classroom. The classroom teacher attributed progress to the SOI Program, saying she had seen improvement in the student's confidence and all areas of academic skills, including handwriting. The student's mother was neutral about her impression of the impact of the SOI Program for her son.

The student had made academic progress and the only special service he received was the SOI Program. If other variables are ruled out such as maturation, then it should be considered that the SOI Program was responsible for the positive changes seen in academic skills and, possibly, self-concept.

Case Study 8: Thurston Elementary School

Parent Form. The student was 9 years and 1 month old at the beginning of the study. The student lived with his parents and an older sister. His birth history was unremarkable. The developmental history ranged from average (e.g., dressing, walking) to late (e.g., talking, tying shoes). His medical history revealed that from infancy until the age of three when he was put on preventive medication, he had chronic ear infections and colds. His mother mentioned that he might have scar tissues on his eardrums as a result of these ear infections. When he was about six years old he had surgery for a dental procedure placing eight crowns. His mother reported that at the school's suggestion, about one year ago, his vision was checked and vision therapy was recommended. This was not

followed, partly because of the expense. One current problem is his allergic reaction to the sun that particularly bothers his eyes. The rest of his medical history was unremarkable.

At home this student enjoys anything to do with dinosaurs, while at school he enjoys playing chess. His mother said that management was not a problem but she did worry about the frustration he exhibited when he could not master a new skill. She noted that sometimes he had difficulty with activities requiring small motor skills like writing or buttoning, although these areas were getting better. Other areas of difficulty included, at times, understanding when others talked to him, paying attention, concentrating, following directions, and staying on task. When asked if there was anything that worried her about her son she responded that being behind his peers might lead to bullying or lower self-esteem. When asked about the changes she had seen in her son since starting the SOI Program, she stated that it was one place at school he felt good about himself. She added that she thought it had helped with his concentration, self-concept, and reading.

School Background Information. The student is in third grade at Thurston Elementary. He was eligible for an Individualized Education Program (IEP) in March 1998 for reading and in February 1999 written language, language, and auditory processing were added to his IEP. He receives 150 minutes a week of service for reading and 15 minutes a week for written language in the resource room, while he receives 60 minutes a week in the speech/language room. On the school information form the classroom teacher said that the student had high energy, had difficulty attending, and worked slowly. Also, he noted that directions had to be re-explained and the student often had difficulty understanding verbal information. Academically, the student was a year below grade level in reading comprehension and two years below grade level in reading recognition. He was referred to the SOI Lab in fall 1998 because of weak reading skills and behaviors. He participated in SOI activities in the classroom and was in the SOI Lab for 25 minutes twice a week.

School File Review. The student had attended all three grades at Thurston Elementary. His school attendance was good. In September 1999 his vision was screened at school and was described as normal; he passed a hearing screening during the 1997-98 school year. Last year his report card contained mostly 2s (i.e., beginning, shows some evidence of content and/or skills) and 3s (i.e., basic, developing application of content and/or skills).

Classroom Observation. There were 20 students in the classroom. The students' desks were arranged singly but close to each other. The student was observed in the classroom while the class silently read books and during a sharing time. He and two peers were observed for 20 minutes. The student and one peer were on task 95% of the time, and the other peer was on task for 100% of the time. The target student, during the reading time, appeared to be looking at the pictures in his book ("Stuart Little").

Playground Observation. The student was observed for 45 minutes during free play after a picnic at the local park. He, and several other students, had a bicycle at the park. He rode his bike for about five minutes, and then got off to join several other students who were playing football. After the group disbanded, he got on his bike and rode around for about ten minutes. After a dessert of Popsicles, he played on the playground equipment then sat by himself on the sidewalk. Two boys came over and they talked for several minutes, then he got on his bike again and rode for about ten minutes more. He stopped to get a ball and played with it by throwing baskets. On the walk back from the park he walked with students that had grouped around the classroom teacher. His behavior throughout this observation was not unlike most of his peers.

Classroom Teacher Interview. The teacher said the student had difficulty making friends, partly because of his relatively poor language skills that made it difficult to carry on a conversation. He said the student was friendly with others. He related that although his behavior was not "terrible," he did tend to daydream and was at times off task. When asked about the student's self-concept, his teacher related that he noted that at times the student appeared frustrated with himself. Academically, he said the student struggled with multi-stepped tasks. He said that math was the student's best subject, while his weakest areas were problem solving and writing. When asked what changes had occurred in the student's behavior, self-concept, social skills, and/or academic skills since starting the SOI Program, the teacher replied that it was difficult to tell the influence on these areas, but he thought the student's behavior had improved as a result of the SOI Program. The teacher added that the SOI Program seemed like what the student would need, even if there were small changes in the student.

SOI Specialist Interview. The SOI Specialist said the student's difficulty was with focusing. She said he had been referred to a vision specialist to determine if he needed glasses, and she noted that he was making steady progress. When asked further about his progress, the SOI Specialist noted that he was nearly finished with the exercise portion of the Program, but not with the paper/pencil activities.

Student Interview. When asked about his day at school, the student said, "I got here, I ate breakfast, did DOL [daily oral language], did Blue Box (board game), went to park, went home (school), and now here". He said that his favorite subject was "Everything." He related that his best subject was "math," while his worst subject was "reading." He said he could not remember the name of his favorite book, but his second favorite book was "Animorphs." The question "What is the best thing about being you?" drew the response "I am alive." He said the best thing about the SOI Lab was, "I have fun, get game tickets, get toys, gummy bears, cookies... have to work first", while the worst thing about the SOI Lab was "doing the exercises". When asked, he said that the SOI Lab had helped him do better with math and reading.

Writing Sample. When the student was given a choice to write about his favorite animal or toy, he wrote in manuscript, using his left hand, the following about his favorite animal in one minute and fifty seconds:

> *My Favorite* dog is** a Golden* Retrieven**
>
> *spelled for the student
> **letter reversed

SOI Impact. Written language was noted as the student's weakest academic area. Language skills and focusing were also problem areas for this student. He has an active IEP for academic skills and language/auditory processing.

The student was referred to the SOI Lab in the fall of 1998 for academic skills and behavior. His classroom teacher saw no changes that might be attributed to SOI except some improvement in behavior. The student said the SOI Lab had helped him with math and reading. The SOI Specialist saw progress in his ability to focus. The parent reported that the SOI Program had helped with concentration, self-esteem, and reading.

The student was receiving several forms of extra help in the school setting. Behavior appeared to be the one area where changes were attributed to the SOI Program. Since the SOI Program requires a student to practice focusing skills, it would not be surprising that the behavioral expectations learned in the SOI Lab setting transferred to other settings.

Case Studies Beginning in 1998-1999 (2nd Year Case Studies)

Case Study 9: Bear Creek Elementary School

Parent Form. This student's chronological age was 10 years and 11 months. He lives with his parents and two older siblings. There was some difficulty noted during the pregnancy, but his birth and developmental history were normal. His birth weight was 7 lbs. and 6 ozs. His medical history revealed chronic ear infections with four sets of bilateral tubes, with the last set inserted when he was eight years old. His mother reported some hearing loss in each ear. Other than allergies, the rest of his medical history was unremarkable. There were no reported changes in his medical history since last school year. At home, the student continues to like playing outside and, this year, he enjoys playing football and karate. Social activities were still his strength. His parents reported that he was not a discipline problem but he sometimes exhibited difficulty with staying on task. Writing was sometimes a problem. These descriptors were not different from last year except controlling his behavior was not an issue this year, while staying on task had surfaced as sometimes being a problem. Academically, last year he had problems with reading, writing, and math.

Parent Interview. An interview was conducted with the student's father. (An attempt was made to interview the student's mother as well, but she was unavailable for an extended period of time.) The student's father related

that there were no changes in his son's medical history. He said that although his son was doing well in school, he did not think he was doing as well as last year. When asked about the influence of the SOI Program, the student's father professed to not know much about the Program. After a description of the Program, he stated that he had not seen any real difference in his son's motor skills. Last year the student's mother remarked that the SOI Program had helped him with reading and math.

School Background Information. The student was now in fourth grade; Bear Creek is the only school he has attended. He repeated kindergarten. On the school information form, this year's classroom teacher described him, similar to last year's teacher, as having good self-control, good attention, excellent participation, and cooperation. His teacher noted that he was a great thinker in areas such as math, science, and reading. She added that he was very positive and helpful. It was noted that he continued to have problems in reading and written language, including spelling and handwriting, and that he was about two years below grade level (last year these areas were reported to be one year below grade level). Last year, his teacher said the student had poor self-concept in some academic areas, but his self-concept in all areas was described as good this year.

The student was identified with a learning disability in the fall of 1997, and was provided an IEP for reading. Last school year, written language was added. He received 60 minutes of direct service per week from the resource room teacher. This year he receives 120 minutes each week for reading and 100 minutes per week for writing. No accommodations would be provided for the Oregon Statewide Assessments. Last school year he received related service for speech therapy for articulation, but not this year. In October of the 1998-99 school year he was referred to the SOI Lab because of fine motor skill difficulties. He participated in SOI activities in the classroom and in the SOI Lab.

School File Review Update. The student has always attended Bear Creek Elementary. His current school attendance is good. A hearing assessment was done for the 1998-99 school year and revealed normal hearing bilaterally. His results on the Oregon Statewide Assessments completed in April 1999 showed an 18th percentile rank in reading/literature and 68th percentile in math; he received scores of 2s (emerging) and 3s (developing) on the writing assessment.

Classroom Observation. There were 25 students in the classroom seated at desks arranged in groups. The student's desk was near the door at the end of a group of eight. He was observed in the classroom while the class was doing an individual writing activity after which students transitioned to grading each other's math papers. For the math activity the teacher selected students to use the overhead projector to demonstrate how they solved the problem. The student and two peers were observed for 20 minutes. The student was on task 90% of the time (last year it was 100%) and each of the other two peers was on task for 85% of the time. Throughout the observation, the student listened and participated when appropriate.

Playground Observation. The student was observed for 15 minutes during lunch recess. He was with three boys and two girls initially, and then ran off and playfully chased several other students. Later, he went off leaping and running, and then returned to the first group. Then the students did some light "body slamming." These activities were repeated before it was time to go back into the school. In comparison to last year's playground observation, the student had increased interaction with the other students and was more active.

SOI Lab Observation. The student was late getting to the SOI Lab. He came in and got his plan, and then he got on the balance board and tossed a beanbag from one hand to another. He complained that it was too hard, but he was more successful after some instruction from the SOI Lab teacher. He then changed to the two-handed toss and catch. On this day he was playful and did not appear as focused as he was in the classroom. Part of this behavior may have been because the session was at the very end of the school day.

Classroom Teacher Interview. The teacher reported the student's self-concept was better than last year. She added that she considered him a "serious kid " and a leader. Academically, she said his best subjects were social studies and science because of his good thinking skills, while written language and spelling were his weakest areas. She described his behaviors as being normal, but at times he was "kind of a goof off." The student's weaker academic areas were reading and written language. When asked about the impact of the SOI Program the

student noted that it had not helped the student with spelling, but his reading had improved and his ability to track visually. She noted that he enjoyed going to the SOI Lab.

SOI Specialist Interview. The SOI Specialist reported that the student had exhibited a much better self-concept than last year. He could still be somewhat "enthusiastic" or a "goof off" at times and had to be reminded to settle down. His social skills remain good. His progress on the activities in the SOI Lab continued. He had made gains with his balance on several pieces of equipment and he now did consistently well with most of the activities.

Student Interview. When asked about his day at school, the student related that "It is really happy, fun and I like it when I learn and that is pretty much all." He said his favorite subject was "reading" (last year it was math) and best subject was "math" (same as last year). This year his worst subject was "spelling," while last year it was "reading." He said his favorite book was "Left Behind." The question "What is the best thing about being you?" drew the response "I get to have fun and make jokes." He said the best thing about the SOI Lab was the "teachers," while the worst thing about the SOI Lab was "nothing." He said being in the SOI Lab had helped with reading and that, "I got more focused when reading and I don't skip words or lines."

Writing Sample. When the student was given a choice to write about his favorite animal or toy, he wrote in manuscript the following about his favorite toy in two minutes:

> *My favrit pet is my cat. I Like*
> *it whin my cat Plas with me or*
> *cases its tal.*

Last year he wrote the following in two minutes and forty seconds:

> *I liki my small suiger (soldier) guy he is cool becuse he hase a bscw [bazooka] on hes Back. And he starts [stands] up by hes self*

SOI Impact. The student's weakest academic areas continue to be reading and written language. He has an active IEP for these areas, but was dropped from receiving services for speech. Although improvement was seen in reading, written language continued to be his weakest area. There were no reported problems with behavior or self-concept.

When asked about the student's academic improvement, the parent thought the student had made some improvements but not as much as the previous year. Since the student's father was unsure of what the SOI Program is, he could not attribute any gains to his son's participation in the Program. The classroom teacher thought the SOI Program had helped the student's visual tracking, and that in turn helped with reading. The student was the most emphatic about what the SOI Program had done to help him in the academic setting. He reported that it had helped him with reading by keeping him more focused and helping him to not skip words when reading. This year some improvement in academic skills was seen, but the reported impact of the SOI Program on the student's academic skills was not as emphatic as last year. Last year, all but the resource room teacher attributed improvements to his involvement in the SOI Program in the classroom and in the Lab.

The information provided suggests that the student's rate of improvement has slowed in the areas of reading and written language. The SOI Program did not seem to have the same impact on the student's learning as reported last year. The one area that could be credited to the SOI Program for the current school year is visual tracking, which enabled the student to keep his place when reading. This would indicate that the SOI Program has had a modest impact on the student's academic progress this year.

Case Study 10: Whitworth Elementary School

Parent Form. The student's current age is 10 years and 4 months. He lives with his parents and one older sibling. His birth weight was 9 lbs 15 1/2 ozs. The birth and developmental histories were normal. There were no changes in his medical history, which was previously reported as unremarkable. Last year, the parent reported that the student enjoyed outside activities and sports. The parent said he was not a discipline problem.

He sometimes has problems with writing; paying attention, concentrating, following directions, staying on task, and following household rules.

Parent Interview. The student's mother said her son was doing better paying attention and concentrating. In addition, he was doing better helping with household chores. She said that spelling had really improved since last year. She noted that over the last couple of weeks there had been some problems with behavior; for example, he was involved in a fight with a peer. When asked about the SOI Program, the student's mother said it had helped with focusing and visual memory and that, in turn, had helped with academic skills. (This was similar to last year's comments.) She added that he had advanced to the level in the SOI Lab where he seemed to be getting bored and his friends teased him about going to the Lab.

School Background Information. The student is in the fourth grade, attending Whitworth Elementary School for the second year. On the school information form all of his academic skills were reported as below grade level, as they were last year. Reading was his weakest area last year, but this year his reading comprehension was at grade level and overall reading was one year below grade level. Written language and math were also one year below grade level. He continued to receive services in Title I for reading. Last year the classroom teacher described him as having good behavior but with difficulty focusing, being accurate, and with attention. This year his teacher said he was very impulsive and still had difficulty with attention.

Last year the student received a day's suspension from school for threatening another student. In October, 1998 he was referred to the SOI Lab because of his weak reading skills and problems with organization, memory, following directions, and self-control. He continued to participate in SOI activities in the classroom and in the Lab.

School File Review Update. The student's school attendance continued to be good. A 1998 report on hearing and vision showed that both were normal. The results on the Oregon Statewide Assessments taken last year showed that he did not meet the standards for reading and math; he conditionally met the standard for writing. Last year's teacher wrote on the June, 1999 report that the student's "focus has improved during the last semester. He has been a great helper and more self-confident." Five misconduct referral forms were listed in the records from September through November in 1998 and he was suspended in May 1999. This school year he had no reported misconduct referrals or suspensions.

Classroom Observation. The classroom consisted of 23 students with desks arranged in varying groups. This student's desk was in the middle of the class near the blackboard. He and two peers were observed in the classroom for twenty minutes during a reading activity. The student was on task 70% of the time (last year it was 74%) and the other two peers were on task for 70% and 95% of the time respectively. When the student was off task, he was doing activities such as playing with his pencil, unlike last year when he was often talking to a neighbor.

Playground Observation. The student was observed during the 30-minute lunch recess. He came out on the playground by himself carrying a football. He then went to a covered area and joined several other boys. He was handed a soccer ball and they played basketball with it. There was lot of jumping and shouting while they took turns shooting baskets. The student made quite a few of the baskets. He later retrieved the football and joined two other boys on the other side of the playground. A girl tried to take the football away. He walked away and joined another boy and they walked across the playground. He threw a few "play" punches at a smaller boy and gently tossed him to the ground. He then joined two other boys and made a few more baskets with a ball. He walked off, then he and another boy played wall-ball. When the bell rang he went to line up to go into the building. He did not have the football with him. In comparison to the observation of this student last year on the playground, this year he was more interactive with his peers.

Title I Observation. The student was observed in the Title I program. He came in and sat at a table with another student. The Title I teacher listened to the students read aloud. The student used his finger as a guide when reading. He missed a few words such as "Ramada." He attended well and did all that was asked of him.

Classroom Teacher Interview. Last year, the teacher said the student's weakest academic skills were reading and written language, while this year his weakest area was written language. This year the teacher noted he exhibited good reasoning. This was an improvement over last year. Both last year's teacher and his teacher this year considered his behavior, other than some attention and impulsiveness issues, as being good. His social skills and self-concept were reported as good. The student's teacher for this year commented that although behavior was not a big problem, she had seen improvements since last year. When asked what impact the teacher thought the SOI Program had on the student, she responded that he was more tuned into school and he had made improvements in his academic skills.

SOI Specialist Interview. The SOI Specialist noted that the student continued to make progress in the SOI Lab. She added that he was excited about getting to the end of the program in the SOI Lab.

Student Interview. When asked about his day at school, the student related "Kind of good. I got one referral (that day), the first for the year. I got twelve last year." He said that his favorite subject was "art," the same answer as last year. He related that his best subject was "math" (last year he said "painting"), while his worst subjects were "English and social studies." He said that his favorite book was "Pokemon." The question "What is the best thing about being you?" drew the response "I am tall." He said the best thing about the SOI Lab was "jumping on the trampoline." When asked what was the worst thing about the SOI Lab was he responded "the paper work," about the same response as last year. When asked if the SOI Program had helped him with school, he related that it helped him "keep his eyes on one thing" (same as last year) then he added that it had helped "me do writing, don't write as sloppy as I use to be."

Writing Sample. When the student was given a choice to write about his favorite animal or toy, he wrote in both manuscript and cursive the following in six minutes:

> *My favoret Pet is a dog. My favoret kind of dog*
> *is a black Lab. I Like black Lab's because they*
> *are nice and big to. They also can be fery and cudly to.*
> *I also have a black Lab to they are vey nice.*

Last year he wrote:

> *My faveret anemol at my house is the*
> *three frog's and the 9 Pupy's and the fish and*
> *the cat's. My favret top (toy) at school is tether-ball.**
>
> *asked to be spelled

SOI Impact. Last year the student had some behavior problems. This year, other than some attending and impulsiveness difficulties, his behavior was very much improved. Academic weaknesses were in reading and written language, while this year math and written language were his weakest academic areas. He continued to receive services in Title I.

Last year the classroom teacher thought that the SOI Program had helped the student put more effort into his work and that his behavior had changed for the better. The student's teacher for this year credited the SOI Program with an improvement in attitude toward school and in academic skills. The student's parent thought the SOI Program had helped with focusing and visual memory that in turn had helped with academic skills. Again the student thought the SOI Program had helped him with visual concentration, but this year he added that the SOI Program had helped him with writing.

The impact of the SOI Program on the student appeared to be moderate. The main area of change was in behavior and there could be other explanations for this besides the influence of the SOI Program. Maturation and reactions to the consequences for negative behavior, such as being sent to the office, could be considered as agents of change as well.

Case Study Beginning in Spring 1997-1998 (3rd Year Case Studies)

Gray Elementary School

Parent Information. The student's was 10 years, 10 months old as the case study continued this year. She continues to live with her parents, while her adult brother lives alone. As reported last year, there had been little change in the student's medical history. An overview showed that she had a difficult birth, but that most of her developmental milestones were normal. She had seen an allergist and as a " result her lung capacity has increased substantially... She now has fewer upper respiratory infections." After her vision was checked by the Pacific University College of Optometry in 1999, it was recommended she have vision therapy to improve eye movement, eye focusing ability and facility, and visual-motor integration. Her mother reported that in February 2000 she got a new prescription for glasses that she used for reading and close work. It was related that her vision had improved and her eyes "now track accurately." The rest of her medical history remained unremarkable.

Parent Interview. The student's mother reported that in school her daughter continued to show improvement and good progress in all areas. She reported that her daughter had been honored recently in a school ceremony with five awards, including one for citizenship. She noted that although her daughter was reading below grade level, she had "made remarkable progress." Last year the student's mother praised the SOI Program for uncovering "vision problems," and this year she said she had seen a dramatic improvement in self-concept and effort in getting along with her peers and achieving academically.

School Background Information. The student is in the fourth grade, and has been in the SOI Program, and a case study participant since spring of 1998. The student was retained in kindergarten. She continues to receive services in Title I. Last school year she was determined eligible for special education services as a student with a learning disability in reading, math, and written language and was provided an Individualized Education Program (IEP). She continued to receive services in the classroom or in the resource room for 30 minutes, 4 times a week for reading and math. Although last year she received 30 minutes, 2 times a week for written language, this year she receives services 4 times a week. She will participate in district testing and the Oregon Statewide Assessment in the areas of reading and writing with tests being read and modified as needed. She "graduated" from the SOI Lab in October 1999.

Classroom Observation. A substitute was filling in for the classroom teacher. There were 25 students in the classroom with desks in groups of 2 and 4. This student's desk was in a group of 4 near the window. The student was observed during an interactive lecture on advertising and then a reading activity. She was observed for 26 minutes with 2 peers and was on task 76% of the time (last year it was 100% of the time and 90% of the time the previous year). One peer was on task 96% of the time, while the other peer was on task 79% of the time. The student tended to be very social with her neighbors and did not attend to the teacher. When 2 of her group left the room, she attended 100% of the time. She volunteered to answer a question and she passed out the *Weekly Reader* magazine. She put on her glasses when she read.

Playground Observation. The student was observed for 15 minutes during the lunch recess. She was playing ball with a "Nerf" football. She tossed it in the air and caught it. Then she sought out someone to play catch with her. She did this for a while and then went and talked to the teacher on duty. Then a couple of boys came over and took the ball. The student wandered off to a group and the boys came to the student and gave the ball back. She lost interest in playing with the football and about 5 minutes before it was time to go in she started playing wall-ball with 3 other girls. It was noted that the student was trying to direct the game.

Title I Observation. The student was working on reading at a table with 2 other students. She was observed for 20 minutes in this setting. The first activity observed was silent reading, then the student responded to written questions about what she had read. It was noted that she used her finger to keep her place. She needed assistance to read the words "tailors" and "unusual." Throughout this observation, her behavior was comparable to her two peers. She tended to work fast and even commented, "Am I fast or what?"

Classroom Teacher Interview. The classroom teacher reported that in January, 2000 the student's math and listening comprehension were at grade level, while reading and written language were at the third grade level.

Her reading in February, 2000 was at a third grade instructional level. Last spring, on the Oregon Statewide Assessments the student had 2s and 3s on the writing assessment, which gave her a conditional pass. She did not meet the standards on reading or math. (Last year her teacher pointed out that the student's scores were not unlike a third of the students in her class on the writing and reading tests, and half of the students in her class for the math tests.) Her teacher this school year reported that the student's behavior was excellent and he noted that she was "positive and strives to do well". Her social development was described as "normal;" last year it was reported that she got along well with her peers, but seemed a little worldlier. Last school year it was noted that she could get frustrated on difficult tasks, while this year she had a "healthy attitude and set realistic goals and strived to make them." At the beginning of the 1998-99 school year this student sometimes verbalized negative comments about herself, but there was no such report for this school year. When the case study was started in the spring of 1998, behavior problems were reported. These behavior problems were not reported last school year or this school year. In fact, it was noted by the classroom teacher that the student's behavior was above average when compared with her peers in the classroom, on the playground, and in other settings within the school.

When asked about the SOI Lab, the teacher said that the student's self-concept was not an issue, although last year it was in some areas. The teacher did not see problems in the areas of behavior and social skills so these questions were not pertinent this year. He reported that although the student had made good gains in academic skills, he found it difficult to attribute these changes directly to SOI. He did state that the SOI Lab had helped her with written language, both handwriting and content.

Title I and Resource Room Specialist Interviews. The Title I specialist reported that the student had "...come a long way" with her reading skills. He noted that she was reading at about the third grade to low fourth grade level and that she was very motivated to do well. When the Resource Room specialist was asked about the student's progress, she reported that the student was "doing great!"

SOI Specialist Interview.
The SOI Specialist reported that the student had started the program in February 1998. Throughout the Program she made steady progress and she finished her Program in October 1999. The pre-and post-test results indicated good gains were made in Figural, Symbolic, and Semantic areas.

Student Interview. When the student was asked about her day at school, she said, "I go to music or PE. On Monday and Wednesday I go to Mrs.___. After math, I go to Mr.___ I graduated from Mrs.___ (SOI Lab). She related that her teacher is "a nice man." When asked about how she felt at school she reported, "...just easier than third grade, I think having a man teacher helps." She commented that she hated reading "aloud to the class, I'm not perfect of a reader". She said that "art" was her favorite subject. Her favorite book was "Hawaii" from the school library. She revealed that the best thing about her was "I have lots of friends." She reported that her worst subject was "spelling, I'm horrible at it." (Last year and the year prior, she said her worst subject was reading). Her best subject was "art," while last year it was "math." When asked about the SOI Lab, she said the best thing about it was "the trampoline," while the worst thing was an activity that worked on visual focusing skills. When she was asked how the SOI Lab had helped her, she said that it had helped her with "focusing" and then she added, "That is why I have new glasses, it has helped me so much." When asked if the SOI Lab had helped her with learning, she said, "Yes, went up a level in reading."

Writing Sample. When the student was given a choice to write about her favorite animal or toy, she wrote in manuscript the following in one minute:

I like dolsl becuse I like to do
their hear.
My old cat was blak.

1999 writing sample:

*My favorite * anomul*
is a cat. I am
*a allergic * too cat's thoe.*

I love the fur on them.
* requested to spell

1998 writing sample:
I like my cat he is very kut (cute) to me

SOI Impact. The student graduated from the SOI Lab in October of this school year. Last year this student was identified as a student with a learning disability and provided an IEP. She continued in this program, as well as Title I, for the 1999-2000 school year. The classroom teacher reported that the student was about a year below her grade level in reading and written language, while her math was at grade level. Both the Title I specialist and Resource Room specialist reported the student had made good progress in their programs.

The classroom teacher thought the SOI Program had a positive impact on the student's academic gains in written language. Last year, the student's parent credited the SOI Program with being the impetus for discovering what she considered to be the root of her daughter's reading problem and this year she stated that she credited the "SOI Program with directly and indirectly making (the student's) academic and social progress possible and [I] am very grateful she was selected to participate." The student reported that the SOI Program had helped her with focusing and with her reading.

This student had been a case study participant since this program evaluation began in January 1998. She has made good progress in academic skills, especially reading, that have been, in part, attributed to the SOI Program. The defining factor for this progress was discovering vision difficulties that resulted in her wearing glasses. Without the SOI Program this student may not have made the progress reported. The SOI Program seemed to "fill in the gaps" and provide for the student a program that illuminated her difficulties in academic skills. Because of the Program she was prescribed glasses that have given her the confidence and ability that appeared to be the key to her reading success. It appears that the SOI Program was the impetus for the positive changes for this student.

Case Studies: Conclusions

Case study data were collected on eleven students selected from SOI schools, to provide description of the impact of the SOI program on individual students participating in the Program. Eight (8) case studies began during this academic year (1999-2000), two (2) studies continued from the 1998-1999 year, and one (1) study began in the spring of 1998, the first year of SOI Program implementation (and this program evaluation). Each case study student, except one, participated in other special services beside the SOI Program. Two students were taking medication. Academic skills, behavior, and self-concept were the areas highlighted to determine what, if any, impact could be attributed to the SOI Program.

Academic Skills. In the area of academic skills, with 10 of 11 classroom teachers responding, 5 teachers said that the SOI Program had a positive impact in one or more areas of academic skill. Two teachers said it was a combination of special services that affected academic skills, and one thought the impact was negligible. Two did not think that there had been an impact from the SOI Program on their student's academic skills. Of the 3 resource room teachers interviewed, 1 reported that the SOI Program had had a direct impact on the student in an area of academic skills, while 1 stated it was a combination of special services received by the student; 1 other did not address the SOI Program when looking at student progress.

All of the parents responded to the question about the impact of the SOI Program on their children's academic skills. Four thought the Program had a positive impact, while 3 thought it was a combination of services. One did not see an impact and 1 response was inconclusive. Two parents did not know enough about the SOI Program to respond.

The majority of the students thought that the SOI Program had helped them in school with one or more academic areas. One student thought it was a combination of help that they were receiving. Another student did not respond to the question.

Behavior. Behavior problems that interfere with school progress were not indicated for many of the students, so questions about this area were not relevant to all of the people interviewed. Six teachers thought behavior was affecting the student in a school setting. Of these, 3 thought the SOI Program had helped the student in some aspect of behavior, while 2 thought it was a combination of special services the students received. One teacher did not view the SOI Program as having any impact on the student's behavior. None of the resource room teachers indicated that behavior was a concern.

Five parents did not report behavior as an area of concern for their children and 4 did not give information relating the impact of the SOI Program to behavior. One parent related that the SOI Program had an impact on behavior and one thought it was a combination of programs that helped.

Ten of the students did not refer to behavior in relation to the SOI Program. One student reported that the SOI program had helped with his behavior.

Self-Concept.
Classroom teachers indicated that self-concept was not a problem for five of the students. Three teachers related that self-concept had improved as the result of the SOI Program and one thought it was a combination of special services. One teacher's response was inconclusive. None of the 3 resource room teachers interviewed addressed this area. Only two parents gave information on self-concept as being an area of concern and both thought the SOI Program had a positive impact. None of the students commented on this area.

Other. There were areas that were not specifically addressed, but school personnel, parents, and students volunteered information. Two teachers thought the SOI Program had affected their student's social skills, and 1 of those teachers added that the student's self-confidence had been improved. Another teacher noted that her student's focusing had improved and 1 parent and a student echoed this. One teacher said a student's visual tracking had been affected. Three parents noted that their children had shown improved motor skills, which they attributed to the SOI Program, as did 1 student; another student added that their coloring had improved. A student reported that the SOI Program had helped with her memory and when she took tests. One teacher saw a more positive attitude in 1 of the students toward school; this was thought to be the direct result of the SOI Program. A parent stated that she credited the SOI Program with her child demonstrating more interest in school. A resource room teacher commented that the SOI Program was an appropriate placement for one student to whom she provided services as well.

Summary. Each of the areas addressed in the case studies showed some positive impact attributed to the SOI Program. Academic skills were mentioned most often as being an area of change. This was, in part, because all of the students involved in the case studies had academic skill problems in one or more areas, while not all of the students were reported to have weaknesses in the other two areas highlighted, behavior and/or self-concept.

In academic skills, 4 of 11 parents and their children were in agreement, while only 2 classroom teachers and 1 resource room teacher concurred that the SOI Program had made a positive impact. There was 1 study (a second year case who showed the most improvement of all cases) where there was positive agreement among the classroom teacher, parent, and student. On the other hand, the case who had been studied the longest and had demonstrated relatively strong academic improvements, showed that the parent and student were in agreement about the positive effects of SOI, while other school personnel reported improvements as a result of a combination of special services.

All of the students in the case studies had at least one area reported by one or more individuals to have been affected in a positive way by the SOI Program. The changes ranged from modest to substantial. Also, there are several issues that could confound the results, and should be considered, when interpreting the case studies. First, it is difficult to ascertain whether individual positive effects result primarily from the SOI Program, or from a combination of programs that students typically receive. In addition, 2 students were taking mood/behavior-altering medication. It was not known how much this would affect these students in the school setting. Also, the effects of normal maturation should be considered in trying to discern one program's effects for any student.

However, using professional judgment as well as experience as a classroom teacher, special educator, and school psychologist the evaluator concurred that all of the students involved in the case studies showed positive changes which could justifiably be related to experiences received in the SOI Program. These positive changes varied in degree and area: 7 students had improvements in academic skills, 3 students demonstrated improvement in behavior and/or self-concept; 2 students had improvement in behavior; 1 appeared to have positive changes in motor skills; while 1 other had improvement in visual tracking. In conclusion, all of the 11 case studies showed some positive effects that were attributed to the SOI Program, particularly in terms of academic skills. Effects ranged from modest to substantial. Several caveats are noted for the interpretation of these findings.

4.2 Special Education Referrals

Question

*Is there a significant difference in the **levels of Special Education referrals** between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?*

The evaluation of the SOI Program included a comparative analysis of the rates at which students are referred for assessment for special education services. This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be school wide reductions in the number of students requiring special education services (IDS, 1997a; Meeker, Meeker, & Hochstein, 1996). Simply put, the evaluation sought to determine whether there would be significant differences among SOI and comparison schools in the rates at which they referred students for special education assessment. This would provide an indication of SOI Program impact on reducing the need for special education services in the schools.

Sources of Evidence

Similar to the previous question on academic achievement, this question was primarily addressed using a quasi-experimental design. In Year 2 of the evaluation, both SOI and matched comparison schools had been requested to provide data on numbers of students referred for special education assessment in the two years prior to the SOI Program (1996-97, 1997-98) as well as in 1998-99. Again this year, SOI and comparison schools were asked to provide counts of students referred for special education assessment during the current school year (1999-2000). The form given to schools to help collect these data is included in Appendix 9.

Fourteen out of 17 comparison schools, and 12 of 17 SOI schools were able to report on numbers of students referred for special education assessment, for this school year (1999-2000) as well as the previous year (1998-99). Many schools were not able to report data prior to this evaluation, as records of referrals are seemingly not systematically kept. However, 28 of the 34 schools did report current year data, thus allowing statistical comparison of referral rates for the current academic year (1999-2000). This less than complete data somewhat limits the strength of evaluation conclusions drawn based solely on statistical comparisons. Still, statistical analyses were supplemented by graphical analysis of the trend data that are available for SOI schools, as well as survey and focus group data.

From the raw data provided (counts of students referred for assessment to determine eligibility for special education services) referral rates (per 100 students) for each school were computed by dividing the number of referrals by the number of students enrolled, and then multiplying that result by 100. Table 4.12 shows the rates of special education referrals by school for 1998-99 and 1999-00. In addition, the focus group transcripts (Appendix 5), information from teacher satisfaction surveys (Section 4.6, and Appendix 6), as well as informal interviews with school staff during site visits, provide important evidence on possible SOI Program effects for students either at risk of being referred for special education assessment, or already receiving special education services.

Results

The results of our analysis of special education referral rates for SOI and comparison schools are given in Table 4.13. As shown in Table 4.13, the average referral rate in 1999-00 for 13 SOI schools is 6.6 per 100 students, versus 8.2 for 15 comparison schools. The previous year (1998-99) the averages were 9.8 for 18 SOI schools and 6.8 for 17 comparisons. Like in Year 2, one-way analysis of variance (ANOVA) demonstrates that the referral rates for the two groups are not significantly different. In other words, statistical comparison of the two groups of schools showed no effect of the SOI Program on rates of referral for special education assessment in 1999-2000. This finding is entirely consistent with that given for both Year 1 and Year 2 of the evaluation.

From an alternative perspective, Figure 4.3 presents the graphical trends for 12 SOI schools reporting at least two of the last three years of special education referral count data. As depicted, one school (Thurston) shows a clear trend to fewer numbers of referrals over 3 years. Two other schools (Whitworth, Fairview) also show fewer referrals this year but with less clear trends. On the other hand, 4 of the 12 schools showed higher numbers of referrals for the current year as compared to 1998-99, although the increase seemed significant in only 1 case (Sweetbriar). Another notable was that experienced by Goshen school, which had seen its previous

3-year average of around 7 jump to 45 for 1998-99, but returned to a more normal 17 this year. Thus, in plain terms, the available trend data do not indicate a systematic or widespread SOI Program effect in terms of decreasing the numbers of elementary students being referred for special education assessment in these pilot schools.

Table 4.12: Special Education Referral Rates by School

	School size		Referral rate for '98-'99 (per 100 students)		Referral rate for '99-'00 (per 100 students)	
School	SOI	C	SOI	C	SOI	C
Adrian*	122	92	1.7	14.1	7.4	4.3
Allen Dale	396	342	2.4	5.9	3.3	5.3
Bear Creek	662	550	8.8	7.9	nr	14.0
Evergreen	477	432	8.6	6.5	4.8	3.7
Fairview	454	513	10.8	5.2	5.9	4.1
Fossil	60	120	1.8	5.8	.0	nr
Goshen	121	138	45.0	13.8	14.0	15.9
Gray*	260	412	nr	5.7	5.0	7.3
McGovern	491	355	2.3	5.5	5.5	nr
Milner Crest	212	367	5.6	4.1	nu	5.7
Rhododendron	417	459	9.0	3.3	nr	5.2
Riddle	309	365	2.9	6.2	nu	5.2
Stella Mayfield	327	123	25.6	nr	7.3	16.3
Sweetbriar	543	524	11.3	7.1	18.6	5.5
Thurston	385	383	12.0	2.5	8.3	3.4
Warrenton	553	524	5.6	10.2	1.8	6.1
Whitworth	418	354	12.6	6.7	4.3	20.3

Notes. N = 34 (17 SOI schools & 17 comparison schools); C = comparison school; *schools participating in the SOI program for a third school year; nr = not reported; nu = data reported but not usable.

In addition to the school-provided quantitative data on numbers of referrals for special education assessment, there are three sources of data relevant to the question posed, including 1) transcripts of focus group interviews with SOI Specialists and Technicians held during spring 2000; 2) notes from school site visits conducted by the evaluation team throughout the year; 3) results of surveys of classroom teachers conducted at the mid-point and at the end of the school year.

SOI Specialists and Technicians who participated in this year's focus group meetings provided only modest direct evidence that addresses possible special education effects of the SOI Program. It should be understood, however, that Specialists and Technicians who work in the confines of the SOI Lab likely are not in the best position to comment on changes in special education referral rates, or services for schools. Still, SOI Lab staff did offer the following, "We're seeing the kids getting off IEPs, special services, and being in the classroom more...they feel dumb going to resource room...and not in SOI." Another Specialist noted, "We are having fewer IEPs." And yet another said, "We had 55 in resource room [special education] last year, this year we're down to 30...

Table 4.13: Descriptive Statistics and ANOVA of Special Education Referral Rates for SOI and Comparison Schools

Descriptives

Special Education Referral Rate (per 100 students)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
SOI	13	6.642	4.947	1.372	3.652	9.631	.0	18.6
Compare	15	8.162	5.515	1.424	5.108	11.216	3.4	20.3
Total	28	7.456	5.220	.986	5.432	9.480	.0	20.3

ANOVA

Special Education Referral Rate (per 100 students)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.084	1	16.084	.581	.453
Within Groups	719.492	26	27.673		
Total	735.576	27			

$\alpha < .05$

The somewhat limited special education perspective of SOI Lab staff notwithstanding, Specialists and Technicians are in a position to, and did comment on the general relationships between themselves and special education teachers in the schools. For example, illustrative of the positive relationship that exists in some schools one Specialist noted "We are asked to come into IEP meetings...we take our SOI test results..." Further, another said, "the level of respect our co-workers have for us [has risen]...they see some value in what we do...that helps tremendously." Related to this point, a number of SOI Lab staff spoke of the positive relationship that has emerged between themselves and Title I staff in their schools. For example, "Title I has also been great support this year..." and, on the issue of possible SOI effects, "Our kindergarteners used to be in Title I for a year. Now they're out in a third of a year. Title I is able to put more kids in..." and, "We've seen enough [students] who've done Title I for years, and now suddenly with SOI they're successful. Our Title I instructor is saying our kids in comparison to other kids can read more fluently."

On the other hand, SOI Lab staff also made a number of comments that illustrate the negative relationships that exist between themselves and special education staff in some SOI pilot schools, possibly due to the obvious overlap in the student needs served by the two programs. For instance, one SOI Specialist commented, "My resource teacher feels threatened by SOI...she'll refer a few [students] with problems she can't deal or won't deal with..." Similarly, "My district specialists [special education] haven't been real positive..." and, "we're a thorn in the side to our special education person..."

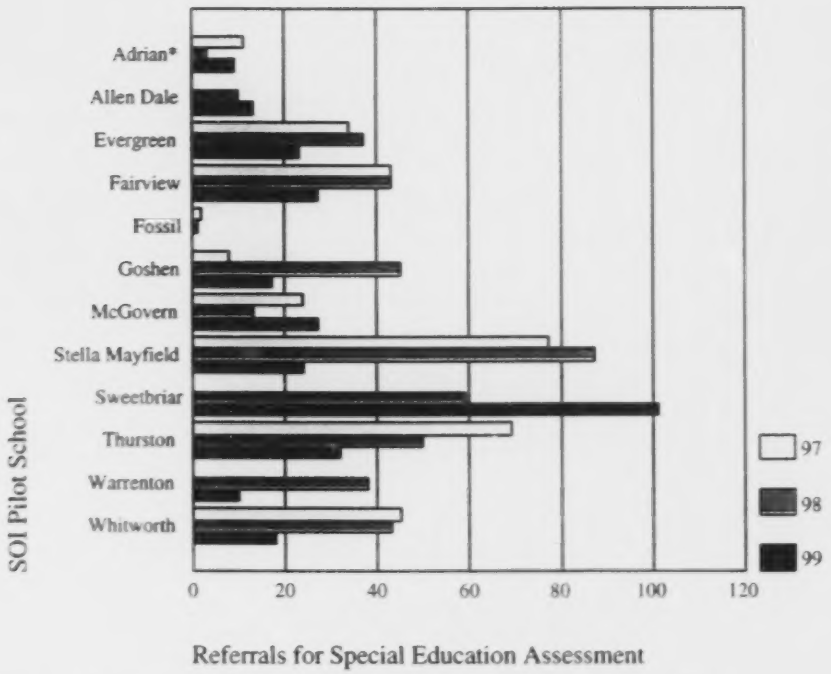


Figure 4.3: Trends in Special Education Referrals by SOI School

In the main, interview data gathered through the 51 school site visits over the course of 1999-2000 provide much the same message as that collected through focus groups. A number of SOI Lab Staffs expressed an improving or already strong relationship with special education staff in their schools, exemplified by "[our] relationship with special education has improved over last year; now...working together and special education sees some kids who are benefiting; it's much better than last year..." Alternatively some SOI Lab Staffs expressed a competitive or weak relationship with special education resource staff, exemplified by "special education has been here longer—they want their time—if our students have to miss their SOI time, then that happens..."

There was, however, one notable exception. A winter site visit interview with an SOI school principal produced substantial advocacy for the effectiveness of the Program in reducing referrals for special education assessment. This school principal noted,

- [the] program [SOI] is going very well; [we have] started to see drop in special education referrals...referrals down across the board...[we have] more time to bring new programs in—[I] don't have to spend time with special education; time that would be spent on discipline, special education coordination, IEP meetings are way down. Teachers don't see a need to refer children; 1st grade is seeing more readers...[there have been] no referrals [for special education assessment] from 1st grade this year.

In addition to the focus groups and site visit (largely anecdotal) evidence, 198 teachers who used SOI classroom modules during 1999-2000 completed a "Teacher Satisfaction" survey at mid-year (December 1999 / January 2000) and 143 teachers completed the survey at the end of the school year (May / June 2000). Although not every classroom teacher responded, those that did do represent all 17 SOI pilot schools, and for both the mid- and end of year surveys constitute a statistically representative sample of the target population (about 220 teachers all told).

The "Teacher Satisfaction" survey polled teachers regarding their opinions of the SOI classroom curriculum. Specifically related to the current question, classroom teachers were asked to agree or disagree with the statement "the SOI curriculum modules were particularly helpful for my learning disabled students." At mid-year, of the 198 teacher respondents, 53% thought the curriculum modules were helpful to their students with learning disabilities; 28% were neutral (neither agree nor disagree); 7% thought the modules were not particularly helpful; and, 9% felt it was too soon to tell whether the modules were helpful or not.

At the end of the school year, these percentages were slightly less favorable toward the SOI curriculum modules' helpfulness for special education students. Of 143 teachers, 48% thought the curriculum modules were helpful to their students with learning disabilities; 33% were neutral (neither agree nor disagree); 13% viewed the modules as not particularly helpful; and, 4% felt it was too soon to tell whether the modules were helpful or not.

Thus consistent from mid-year to year-end, and consistent with last year's findings, about half of the classroom teachers in SOI schools believe that the SOI curriculum is helpful for their learning disabled students. Another third are either neutral or unsure as to whether the SOI curriculum is helpful or not, and the rest either believe that the SOI curriculum is not helpful, or believe that it still is too early to tell.

Summary

In favor of the SOI Program, SOI Lab staff and school administrators continue to offer verbal reports of improvements (decreases) in the use of resources for special education services, e.g., reductions in the number of children referred for assessment to determine eligibility for special education services. In addition, SOI school staff focus group participants continue to note in general terms, improvements in students' focus, coordination, speech, writing, and reading. Some SOI school staffs also commented on positive interactions with special education staff in the schools, and for many, positive relationships with Title I school staff. There were, however, a number of SOI Lab staffs that continued less-than-positive relationships with special education personnel in their schools.

Additionally, by the end of the 1999-2000 school year, just about one half (48%) of classroom teachers using SOI curriculum modules in their classrooms agreed or strongly agreed with the statement "the SOI curriculum modules were particularly helpful for my learning disabled students." Although this result does indicate that fully one-half of the classroom teachers surveyed remain unsure about the efficacy of the SOI curriculum, or disagree that it is helpful for students receiving special services, it does also indicate a strong (if not universal) positive view of the SOI curriculum by classroom teachers.

It seems likely that the SOI Program has gained a level of acceptance among teachers and special education staff. Teachers may view the Program as an additional venue for children in need of more individual help than is possible in the classroom setting. Special educators in the schools may also see the SOI Program as additional help for those students who do not qualify for special services, yet need extra help, or, as an additional diagnostic screen that helps them design better services to children.

However, despite continued testimony on positive effects for students and scattered reports of decreases in the use of school resources applied to special education, after two school year's implementation for 15 schools, and two-and-a-half years for 2 schools, there is no statistical difference in the rates of special education referrals between schools experiencing the SOI Program and similar comparison schools that have not participated in the Program. **That is, at this point there continues to be no detectable SOI Program effect on numbers of students referred for special education assessment**. This finding is slightly limited by the lack of complete referral rate data for 5 of 17 SOI schools, and 3 of 17 comparison schools. However, the finding is supported by the lack of any discernible trend by graphical analysis showing that few schools reporting multi-year data have experienced substantial change from previous years, and that change is as likely to be an increase in numbers of students referred, as a decrease in numbers of students referred.

4.3 Behavior (Disciplinary) Referrals

Question

*Is there a significant difference in the **levels of behavior referrals** between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?*

The evaluation of the SOI Program included a comparative analysis of the rates at which students are referred to the school office (e.g., principal or assistant principal) for unacceptable behavior (this includes classroom, playground, bus, and general school behavior). This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be school wide improvement in the number of disciplinary referrals (IDS, 1997a). According to the BRIDGES document *Every Child Can Learn*,

> Because the BRIDGES program [SOI, our clarification] measurably improves general academic performance, the mind's ability to focus, and overall student self-respect, it has a significant impact on reducing both Special education and disciplinary referrals. (IDS, 1997a, p. 2)

And,

> ...preliminary results also suggest that the BRIDGES program [SOI, our clarification] contributed significantly to reduced disciplinary problems, reduced costs for Special Education and has strong parental support...(IDS, 1997a, p. 5)

Simply put, this program evaluation sought to determine whether there would be significant differences among SOI and comparison schools in the rates at which they referred students for disciplinary reasons (unacceptable behavior). This would provide an indication of SOI Program impact on reducing behavior or disciplinary problems in the schools.

Sources of Evidence

Similar to the previous questions on academic achievement and special education referrals, this question was addressed using a quasi-experimental design. In Year 2 of the evaluation, both SOI and matched comparison schools had been requested to provide data on numbers of students referred to the school office for unacceptable behavior in the two years prior to the SOI Program (1996-97, 1997-98) as well as in 1998-99. Again this year, SOI and comparison schools were asked to provide counts of students referred for unacceptable behavior during the current school year (1999-2000). The form given to schools to help collect these data is included in Appendix 9.

Sixteen of 17 SOI pilot schools and 13 of 17 comparison schools were able to report at least two years of data (the current year and one year prior) on numbers of students referred to the school office for unacceptable behavior. Many schools had incomplete data for previous years (1996-97, 1997-98) as records of referrals are seemingly not systematically kept. Table 4.14 shows the rates of disciplinary referrals by school for 1998-99 and 1999-2000. The "annual per student" unacceptable behavior referral rate was computed simply by dividing the number of behavior referrals by the number of students enrolled. This provides a behavior referral rate that may be interpreted as "the number of disciplinary referrals per student, over the school year." For example, for 1998-99, Adrian Elementary recorded 0.3 behavior referrals per student, while comparison school 1 experienced a rate of nearly 2 (1.9) behavior referrals per student. In addition to graphical analysis of the available trend data (each school's per student referral rates for the two most recent school years), focus group transcripts, interview data gathered from school staff during site visits, and the "Teacher Satisfaction" surveys also provide evidence on possible SOI Program effects on improving school wide behavior (i.e., reducing school wide numbers of disciplinary referrals).

Results

As in Year 2 of this evaluation, behavior referral rates for the current academic year were statistically compared using ANOVA. The results of this analysis for SOI and comparison schools are given in Table 4.15. As shown in the table, the average referral rate in 1999-'00 for 16 SOI schools was 0.49, versus 0.65 for 15 comparison schools. One-way analysis of variance (ANOVA) indicates that the referral rates for the two groups are not significantly different. In other words, analysis of variance showed no effect of the SOI Program on rates of

disciplinary referral for the two groups of schools in the current school year. This finding is entirely consistent with the findings given in both Year 1 and Year 2 of this evaluation.

Table 4.14: Behavior Referral Rates by School

School	School size		Referral rate for '98-'99 (per student)		Referral rate for '99-'00 (per student)	
	SOI	**C**	**SOI**	**C**	**SOI**	**C**
Adrian*	122	92	.3	1.9	.5	.7
Allen Dale	396	342	.7	.4	.7	.5
Bear Creek	662	550	.4	.1	.8	.3
Evergreen	477	432	1.3	.1	.1	.1
Fairview	454	513	.1	1.0	.1	.4
Fossil	60	120	.4	1.3	.1	nr
Goshen	121	138	1.0	.4	.7	.2
Gray*	260	412	.8	1.0	1.0	1.2
McGovern	491	355	.7	.1	.9	nr
Milner Crest	212	367	.4	nr	.2	.5
Rhododendron	417	459	.5	.2	nr	.2
Riddle	309	365	.5	1.0	.8	1.6
Stella Mayfield	327	123	.1	nr	.2	.5
Sweetbriar	543	524	.6	.7	.4	.3
Thurston	385	383	.3	.1	.2	.2
Warrenton	553	524	.9	.1	.6	.6
Whitworth	418	354	1.0	.2	.5	2.6

Notes. N = 34 (17 SOI schools & 17 comparison schools); C = comparison school; *schools participating in the SOI program for a third year; nr = not reported.

As noted above, comparative statistical analysis was supplemented by graphical analysis of the 2-year trend data that are available for 16 SOI schools and 13 comparison schools, as well as focus group, school site visit, and teacher survey data. Thus, from another perspective, Figure 4.4 presents the graphical trends for 16 SOI schools and 13 comparison schools reporting two consecutive years of behavior referral data. There are a couple of noteworthy points to be made from this figure. First, 9 of 16 SOI schools (56%) recorded year-over-year declines in rates of behavior referrals, with one school recording a substantial decrease (Evergreen). Five of 13 comparison schools (38%) recorded year-over-year declines in rates of behavior referrals, with one school recording a substantial decrease (CS 1). Second, 7 of 16 SOI schools (44%) recorded year-over-year increases in rates of behavior referrals; none of these are considered substantial increases. Seven of 13 comparison schools (54%) recorded year-over-year increases in rates of behavior referrals, with one school recording a substantial increase (CS 17). One comparison school's rate of behavior referrals was unchanged for the two years.

In general then, statistical comparison of SOI and comparison schools, and graphical analysis of available 2-year trend data, do not provide evidentiary support for a systematic SOI effect in terms of decreasing the numbers of elementary students being referred for unacceptable behavior in these pilot schools. In fact, for the 13 SOI schools for which we have 3-year behavior referral data (97-98, 98-99, and 99-00) about half (7) have

experienced decreasing trends, 5 have experienced increasing trends, and 1 school increased threefold in Year 2, but decreased in Year 3 to just twice the first year's rate.

In addition to the school-provided quantitative data on numbers of referrals for unacceptable behavior, there are three sources of data relevant to the question posed, including 1) transcripts of focus group interviews with SOI Specialists and Technicians held during spring 2000; 2) notes from school site visits conducted by the evaluation team throughout the year; 3) results of surveys of classroom teachers conducted at the mid-point and at the end of the school year.

SOI Specialists and Technicians who participated in this year's focus group meetings did provide some scattered anecdotal evidence that addresses possible effects of the SOI Program on improving students' behavior. Some of the testimony provided were anecdotes related to specific students. For example, one SOI Specialist related:

> "There's this kid I'd see in the hallway always. I started asking, "why are you always in the hallway?" He said, "Oh, the teacher lets me be out here." I suddenly got a referral from his teacher. I talked with his teacher—turns out [to be] behavior problems—teacher allows him to wander around outside. I thought, "Is this right for this kid to be allowed to wander and not do work in class?" He's been in my class 2 months. Suddenly, he does everything I ask him. He does everything right. His classmates say, "Why do you work in here and not for the teacher?" But now, I don't see him in the hall, ever. He's doing his work. Surprising what SOI has done for this child and for others..."

Table 4.15: Descriptive Statistics and ANOVA of Behavior (Disciplinary) Referral Rates for SOI and Comparison Schools

Descriptives

Behavior Referral Rate (per student)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
SOI	16	.492	.315	7.884E-02	.324	.660	.1	1.0
Compare	15	.653	.670	.173	.282	1.024	.1	2.6
Total	31	.570	.516	9.266E-02	.381	.759	.1	2.6

ANOVA

Behavior Referral Rate (per student)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.200	1	.200	.743	.396
Within Groups	7.785	29	.268		
Total	7.984	30			

$\alpha < .05$

Similarly, another SOI Specialist told of a

> "...Third grade girl last year in school suspension/detention....this girl couldn't control herself. Out of desperation [__] asked me to work with her one-on-one. She [the student] realized SOI was helping. She went from being at the back of the room because she couldn't interact to being with a group. Academic improvement was great. Couldn't get to academics until took care of the behavior problem. Unfortunately, she moved before spring break. She was afraid she'd be the same as before at her new school. But we told her she had new skills to take with her. We're waiting for an update..."

There was also testimony of a general nature, such as "Our behavior referrals are down" or "Behavior referrals from kids last year have decreased, but we have lots of new kids coming in from other schools with problems...Can't document that." And, "Our behavior referrals are not our SOI [Lab] kids..." or "Seems like kids who used to have behavior difficulty don't anymore...They respond appropriately."

School site visits also yielded testimony on the perceived positive effects of the SOI Program on behavior in the schools. For example, in separate interviews, two school principals commented as follows, "[the SOI] program is going very well; we have started to see a drop in special education referrals and there continues a drop in student [behavior] referrals..." And, "the number of behavioral referrals to the office is dramatically reduced—I don't know if it's SOI or something else [but] we have the same [discipline] system and same supervision—no changes...referrals from the playground and cafeteria [are] way down."

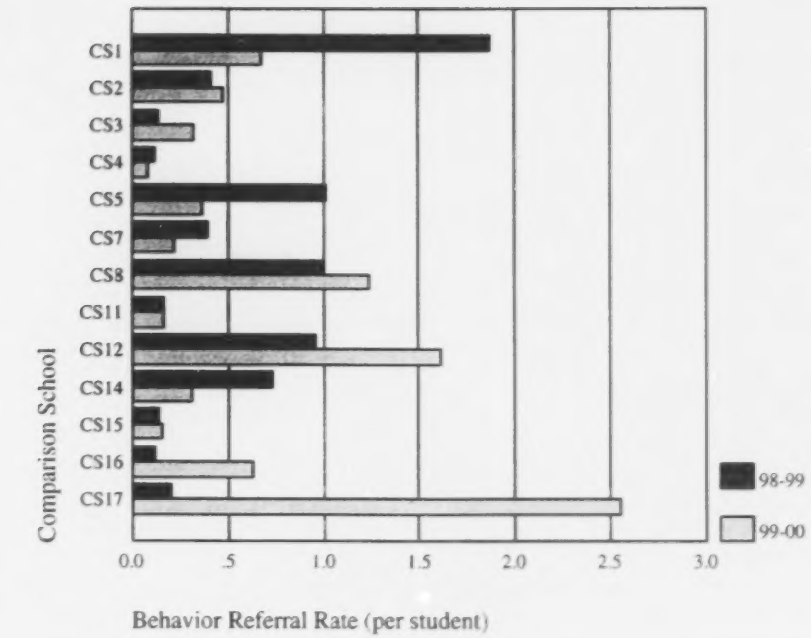
In addition to the focus groups and site visit evidence, 198 teachers who used SOI classroom modules during 1999-2000 completed a "Teacher Satisfaction" survey at mid-year (December 1999 / January 2000) and 143 teachers completed the survey at the end of the school year (May / June 2000). Although not every classroom teacher responded, those that did do represent all 17 SOI pilot schools, and for both the mid- and end of year surveys constitute a statistically representative sample of the target population (about 220 teachers all told).

The "Teacher Satisfaction" survey polled teachers regarding their opinions of the SOI classroom curriculum. Specifically related to the current question, classroom teachers were asked to agree or disagree with the statement "the SOI curriculum modules were particularly helpful for my students whose behavior in class had been a problem." At mid-year, of the 198 teacher respondents, 35% thought the curriculum modules were helpful to their students with learning disabilities; 41% were neutral (neither agree nor disagree); 12% thought the modules were not particularly helpful; and, 9% felt it was too soon to tell whether the modules were helpful or not.

By the end of the school year, these percentages were slightly less favorable toward the SOI Program. Of 143 teachers, 32% thought the curriculum modules were helpful to their students with learning disabilities; 39% were neutral (neither agree nor disagree); 22% viewed the modules as not particularly helpful; and, 4% felt it was too soon to tell whether the modules were helpful or not.

Thus consistent from mid-year to year-end, and with last year's findings, about one-third of the classroom teachers in SOI schools continue to believe that the SOI curriculum is helpful for their students with challenging behavior. Another third, or slightly more, are either neutral or unsure as to whether the SOI curriculum is helpful or not, and the rest either believe that the SOI curriculum is not helpful, or believe that it still is too early to tell.

In Year 3, teachers were offered the opportunity to comment on the efficacy of the SOI Program, in addition to their views on the SOI curriculum captured by the Teacher Satisfaction survey. This opportunity took the form of a survey, comprised mainly of open-ended questions aligned with the questions addressed by this evaluation. On the issue of potential improvements in classroom or school behavior, 35%, of the 139 teachers responding felt that there is some level of positive effect of the SOI Program for students' in-class behavior. On the other hand, 33% felt that either there is no effect (26%) or are unsure as to the potential effect (7%). Twelve percent felt that there is some level of positive effect of the SOI Program for students' out-of-class behavior. On the other hand, 42% felt that either there is no effect (32%) or are unsure as to the potential effect (10%).



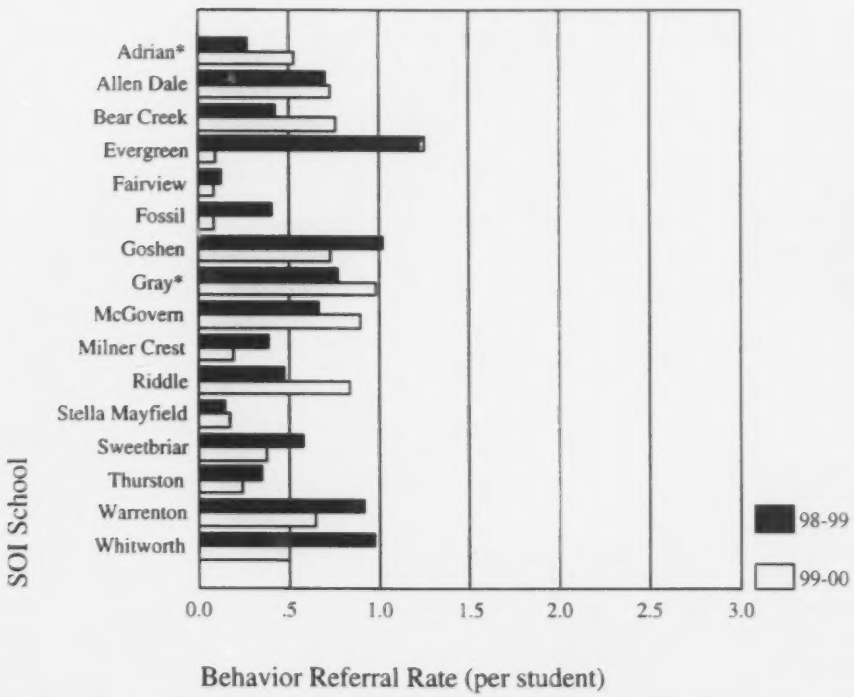


Figure 4.4. Trends in Behavior Referrals by SOI and Comparison School

Summary

There are scattered, though consistent, anecdotal reports of improvements in behavior for some children, and some schools, as a result of the SOI Program. For instance, SOI Lab focus group participants note particular instances in which students show improved behavior, and also a number note generally improved student behavior at their schools, or generally positive behavior on the part of students attending the SOI Lab. As well, there was more than one positive comment on the part of school principals with regard the efficacy of the SOI Program in terms of improved student behavior school wide.

Additionally, by the end of the '99-'00 school year, about one-third of teachers (32%) using SOI curriculum modules in their classrooms agreed or strongly agreed with the statement "The SOI curriculum modules were particularly helpful for my students whose behavior in class had been a problem." This was consistent with the results of an additional survey of classroom teachers which found that 35% of teachers indicating some level of positive effect of the SOI Program for their students' classroom behavior.

However, despite scattered positive testimony, mainly from SOI school staff, and positive ratings for the SOI curriculum from about one-third of participating teachers, at the current time there is no statistical difference in levels of behavior referrals between schools experiencing the SOI Program and similar schools that have not participated in the SOI Pilot Program. That is, **at this point, there continues to be no detectable SOI Program effect in terms of reducing disciplinary referrals for schools**. This finding is consistent with that reported for Year 1 and 2 of the program evaluation.

4.4 English Language Acquisition

Question

*Is there a significant difference in **language acquisition rates for students with English as a second language** between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?*

The evaluation of the SOI Program included a comparative analysis of the numbers of students receiving English as a Second Language (ESL) services in SOI and comparison schools, and the time needed for students to transition through ESL programs (an indicator of students' rate of English language acquisition). This question is of interest because IDS literature states:

> ...because the SOI Model School blueprint comprises methods and materials by which students may maximize their learning abilities to their natural potential, this program does increase the probability that students will learn more and perform better in all subject areas. (IDS, 1997b, p. 1)

Thus, the Oregon Department of Education's request for proposal (ODE, January 1998) noted that the third-party program evaluation should address "the rate of growth in language acquisition for students with English as a second language" (p. 13).

Sources of Evidence

Similar to the previous questions, this question was addressed using a quasi-experimental design. Both SOI and matched comparison schools were requested to provide data on numbers of students classified as ESL, and receiving ESL program services, for the two years prior to full implementation of the SOI Program (1996-97, 1997-98), and for the two school years in which the Program has operated (1998-99, 1999-00). Schools were further asked to report on students who began or ended (no longer required) ESL services during the current school year. If there were students who left ESL classification because ESL support was no longer required, school personnel were asked to note the amount of time that student had spent in the program (e.g., 1 year, 2 years, 2.5 years, etc.). These data were intended to provide some insight into student transition rates through ESL programs, as an indicator of growth in English language acquisition. The form provided to schools to help collect these data is included in Appendix 9.

For this school year, 16 of 17 SOI schools and 15 of 17 comparison schools reported data on numbers of students receiving ESL services at the beginning and end of the current year. As shown in Table 4.16 most schools had previously also reported the number of students served by ESL programs for the previous school year. However, in only one case (comparison school 14) did a school report a student leaving ESL services this year because he or she was no longer eligible (i.e., graduated). In all other cases in which school personnel gave a reason or reasons for students exiting ESL services, that reason was invariably that the student had moved.

In addition to the school data shown in Table 4.16, a number of informal interviews with school principals during site visits to the schools did provide needed insight into the changes in numbers of students classified as ESL over the course of a school year.

Results

Comparing the numbers of children served by ESL programs in the schools, and the time required for program transition is challenging. According to school principals, in many schools, changes in the numbers of ESL students are due to the annual migration (primarily to and from Texas) of mainly Mexican farm workers. For example, in the Ontario area the migration south happens around mid-October, or when the weather starts to get cold, as the housing at the camps is not heated. Similarly, another principal pointed out that "numbers [of ESL students] change as students are mobile." And, an SOI Lab Specialist noted that, "No students leave 'ESL status' during the year since testing is done only in the Fall...any change in numbers reflects only the mobility of families."

Table 4.16: Numbers of Students Classified ESL by School and Year

School	Average no. for '96-'99		Net change in '98-'99		Net change in '99-'00		"Graduated ESL" in '98-'99	
	SOI	C	SOI	C	SOI	C	SOI	C
Adrian*	27	0	-18	0	2	0	0	0
Allen Dale	0	7	0	-1	0	0	0	0
Bear Creek	32	10	11	2	4	24	0	0
Evergreen	14	17	-4	-3	3	-6	0	0
Fairview	84	121	8	35	22	-7	0	0
Fossil	0	0	0	0	0	nr	0	0
Goshen	0	0	0	0	0	0	0	0
Gray*	7	0	-4	1	-1	0	0	0
McGovern	0	5	0	-5	0	nr	0	0
Milner Crest	8	0	0	0	-3	0	0	0
Rhododendron	1	15	-2	2	nr	3	0	0
Riddle	0	12	0	-5	0	-6	0	0
Stella Mayfield	0	2	0	nr	0	1	0	0
Sweetbriar	.	14	nr	-11	1	-2	0	1
Thurston	0	1	0	-1	0	-2	0	0
Warrenton	4	0	0	0	0	0	0	0
Whitworth	9	2	2	0	2	0	0	0

Notes. N = 34 (17 SOI schools & 17 comparison schools); C = comparison school; *school participating in the SOI program for a third school year; nr = not reported.

The essential point here is that in many cases that show seemingly notable changes in numbers of ESL students served, these changes were due to the movement into and out of school of students accompanying migrant or mobile parents.

It was further noted in discussion with school principals that although "testing out" of ESL programs does happen, it is a rare event. Typically, once children are classified or qualified for ESL services, they retain that classification until they leave the school, or no longer qualify because of a change in residency status. This is borne out by the data provided by some SOI and comparison schools on the reasons for students leaving ESL services during the 1998-99 school year. As seen in the Year 2 evaluation report, only Whitworth Elementary and comparison school 14 reported students exiting ESL programs because they had been evaluated (or reevaluated) and found to no longer require ESL services.

The data presented in Table 4.16 are useful in understanding the operation of schools' ESL programs and the context of each school participating in the evaluation. However, these data do not seem to provide, as intended, guidance on the question as to whether the SOI Program affects the rate at which ESL students acquire English language. That is, from the data collected to this point, the evaluation cannot address this question only indirectly by saying that for SOI schools which do provide ESL services, the rate of student exit from those

services currently appears no different from the rate at which student exit programs at other schools. That is, for SOI schools that also serve children for whom English is a second language, there has been no notable or discernible exodus of students from ESL services. However, as noted above, for this particular group of schools, this may simply reflect the fact that children who typically receive ESL services appear to be predominantly children of families that are quite mobile, and that typically do not remain in one place for a time sufficient to fully transition through ESL offerings.

Summary

From the data collected and analyses conducted to this point, the evaluation has learned that the numbers of ESL students schools serve are part of the unique context of each school, and can vary widely within each school over the course of a school year. However, if counted at a consistent point in time from year to year, the numbers of ESL children served by a particular school are reasonably stable over time, and largely dependent on geography. That is, observed changes in ESL numbers are mainly due to the mobility of children and their families rather than to graduation from ESL services, although this does happen in rare cases. Therefore, in the evaluation of the SOI Program, the question as to whether the program has a beneficial effect on language acquisition rates is not addressed, as numbers of students entering and/or leaving ESL services are reflections of mobility rather than language acquisition.

4.5 School Attendance (Average Daily Attendance)

Question

*Is there a significant difference in **attendance rates** between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?*

The evaluation of the SOI Program included a comparative analysis of the attendance rates reported by SOI and comparison schools, over time. This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be school wide improvements in attendance (i.e., reductions in rates of absenteeism, IDS, 1997b, p. 3). Simply put, the evaluation sought to determine whether there would be significant differences in rates of student attendance among SOI and comparison schools that would provide an indication of SOI Program impact in the schools.

Sources of Evidence

Similar to previous questions, this was addressed using a quasi-experimental design. In Year 2 of the evaluation, both SOI and matched comparison schools had been requested to provide data on attendance rates in the two years prior to the SOI Program (1996-97, 1997-98) as well as in 1998-99. Again this year, SOI and comparison schools were asked to provide attendance rates for the current school year (1999-2000). The form provided to schools to help collect these data is included in Appendix 9.

Twelve out of 17 SOI schools and 12 of 17 comparison schools were able to report attendance data for the current school year and at least one of the three years prior to 1999-2000. Sixteen SOI schools and 12 comparison schools provided data on attendance rates for the current school year. Table 4.17 shows attendance rates by school for 1998-99 and 1999-00, as well as the average rates for 1996-1999 (three school years prior to the current one). From these raw data a "change in attendance rate" index has been calculated, simply by subtracting each school's 1996-1999 3-year average from the school's attendance rate for 1999-2000. This attendance change index provides a reasonable measure of any deviation in attendance patterns using the previous three school years as baseline for each school. Thus two sets of attendance data have been statistically compared: attendance rates for the current school year (16 SOI schools vs. 12 comparison schools), and attendance rate change indices (12 SOI schools vs. 12 matched comparison schools). The lack of complete data limits somewhat the strength of evaluative conclusions drawn. However, statistical analyses are supplemented by graphical analysis of the trend data available for 13 SOI schools.

In addition to school wide student attendance rates, data from focus group transcripts, information gathered from interviews with school staff during site visits, and data from the SOI schoolteacher surveys (Appendixes 6, 7, and 8) are examined and presented for possible indications of Program effect on student attendance.

Results

The results of our analysis of changes in attendance rates for SOI and comparison schools are given in Table 4.18. As shown in the table, the average attendance rate for 16 SOI schools in 1999-00 was just over 94%, versus just under 95% for 12 comparison schools. One-way analysis of variance (ANOVA) demonstrated that the attendance rates for the two groups are not significantly different.

Also given in Table 4.18 are the results of a second one-way ANOVA that compared the change in attendance rate indices for 12 SOI schools versus 12 matched counterparts for which these data are available. Again, there was no statistical difference found between SOI schools and comparison schools. In other words, analysis of variance for the two groups of schools showed no effect of the SOI Program on attendance rates in 1999-2000. This finding is entirely consistent with that given for both Year 1 and Year 2 of the evaluation.

Table 4.17: Attendance Rates by School and by Year

School	School size		Attendance 3-year baseline average[a]		Attendance for 98-99		Attendance for 99-00		Attendance change index 99-00	
	SOI	C	SOI	C	SOI	C	SOI	C	SOI	C
Adrian*	122	92	94.3	94.8	94.0	94.1	94.0	nr	-.33	.
Allen Dale	396	342	95.0	94.0	96.0	94	95.0	nr	.00	.
Bear Creek	662	550	nr	96.8	nr	96.8	94.0	nr	.	.
Evergreen	477	432	93.8	93.1	94.5	93.1	94.0	94.3	.17	1.20
Fairview	454	513	nr	93.7	nr	93.7	93.3	94.2	.	.50
Fossil	60	120	93.9	91.5	93.9	91.0	93.7	nr	-.23	.
Goshen	121	138	94.2	94.7	94.6	94.7	94.8	94.9	.55	.22
Gray*	260	412	93.7	93.0	93.4	nr	93.8	94.0	.13	1.00
McGovern	491	355	91.6	94.0	91.2	94.0	93.3	nr	1.70	.
Milner Crest	212	367	95.1	97.5	94.6	95.8	94.6	96.0	-.50	-1.51
Rhododendron	417	459	93.4	95.2	93.1	95.6	nr	95.0	.	-.20
Riddle	309	365	93.1	94.7	92.3	94.7	94.1	95.0	1.01	.30
Stella Mayfield	327	123	93.9	95.3	89.5	95.6	98.1	97.0	4.23	1.65
Sweetbriar	543	524	nr	95.5	nr	95.5	94.0	95.3	.	-.25
Thurston	385	383	94.3	95.5	94.7	95.5	94.5	95.3	.17	-.25
Warrenton	553	524	nr	94.3	nr	94.3	93.8	94.5	.	1.07
Whitworth	418	354	93.0	93.2	nr	92.7	94.8	92.9	1.80	-.31

Notes. N = 34 (17 SOI schools & 17 comparison schools); [a]in some cases, average is based on less than 3 years of data; C = comparison school; *school participating in the SOI program for a third year; nr = not reported.

In addition to the statistical analysis of attendance rates for the current school year as well as changes in attendance rate, graphical analysis of the 3- or 4-year trend data that are available for 13 SOI schools is shown in Figure 4.5. As shown, 5 SOI schools experienced an improvement in attendance for the current year over the previous year's rate. However, only one school (Goshen Elementary) shows what could be referred to as an improving *trend* over the 4 years. One other school (Stella Mayfield) recorded a dramatic increase of nearly 10 percentage points from the previous year's attendance. On the other hand, 3 SOI schools experienced a decline in attendance, and 2 experienced no change. None of the decreases are considered dramatic, and only one might be considered a trend. Interestingly, both of the SOI schools that were participating for a third year experienced attendance rates very similar (within one-half a percentage point) to those recorded before the SOI Program was in place (Adrian and Gray).

Table 4.18: Descriptive Statistics and ANOVA of Attendance Rates by School

Descriptives

Attendance Rate 99-00

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
SOI	16	94.350	1.125	.281	93.751	94.949	93.3	98.1
Compare	12	94.860	1.020	.294	94.213	95.508	92.9	97.0
Total	28	94.569	1.092	.206	94.145	94.992	92.9	98.1

ANOVA

Attendance Rate 99-00

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.786	1	1.786	1.527	.228
Within Groups	30.412	26	1.170		
Total	32.198	27			

$\alpha < .05$

Descriptives

Attendance Rate Change from 3-Year Baseline Average

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
SOI	12	.7236	1.3340	.3851	-.1239	1.5712	-.50	4.23
Compare	12	.2854	.8659	.2500	-.2648	.8356	-1.51	1.65
Total	24	.5045	1.1224	.2291	3.1E-02	.9785	-1.51	4.23

ANOVA

Attendance Rate Change from 3-Year Baseline Average

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.152	1	1.152	.911	.350
Within Groups	27.822	22	1.265		
Total	28.974	23			

$\alpha < .05$

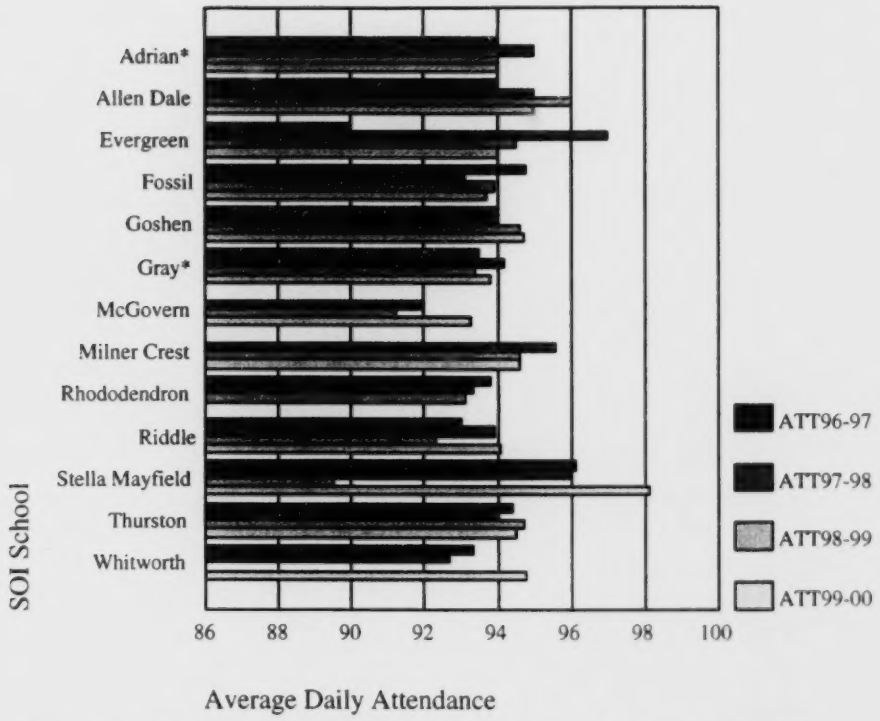


Figure 4.5: Trends in Student School wide Attendance for SOI Schools

The results of the teacher satisfaction surveys indicate that of the 198 teachers at mid-year, and 143 at year-end, 74% and 64%, respectively, agreed or strongly agreed that the SOI curriculum modules were enjoyed by their students. In addition, at the focus groups and during site visits, the SOI school staff were in universal agreement that their students enjoyed very much attending the SOI Lab. These may be indicators that the SOI classroom modules and Lab provide some motivation for students to be in school, and thus provides some slight rationale that attendance for SOI schools could improve in comparison to schools that do not use the SOI Program. When prompted for direct anecdotes or evidence regarding Program effects on students' attendance SOI Specialists and Technicians at the focus group meetings provided only a couple of stories like the following, "James, who was a behavior problem and always being kicked out is now coming to school regularly and in a regular classroom.

Summary

There is little anecdotal evidence of the effect of the SOI Program on student attendance in the schools. Also, statistical analysis shows that there is no difference in current year attendance rates, or in the change in attendance rates, between schools experiencing the SOI Program and similar schools that have not participated in the SOI Pilot Program. Supplementary graphical analysis also shows only one SOI schools which could be considered on an improving *trend* in terms of students' attendance at school. Thus, **at this time, there is no detectable SOI Program effect in terms of improved attendance rates for schools**.

4.6 Teacher Satisfaction

Question

This evaluation of the SOI Program included an assessment of the levels of satisfaction classroom teachers experienced with the SOI Program generally, and with the SOI curriculum modules specifically. In essence, we sought to understand teachers' views about the SOI Program based on their use of the SOI curriculum modules and interaction with the SOI school staffs, and further, we sought to determine whether teachers are able to report benefits of the Program for their students.

Sources of Evidence

Two sources of evidence have been brought to bear on this question. The first is the results of a teacher satisfaction survey administered at about the mid-point of the academic year and again at year-end. In Year 3, the teachers were also offered the opportunity to comment on the efficacy of the SOI Program, in addition to their views on the SOI curriculum captured by the Teacher Satisfaction survey. This opportunity took the form of a survey, comprised mainly of open-ended questions aligned with the questions addressed by this evaluation. This second survey was given to the SOI Specialists and Technicians in the Spring for them to distribute to the teachers in their building. Each survey packet included a cover letter explaining the survey's purpose and the importance of the teachers' responses in developing a comprehensive picture of the SOI pilot program and a stamped, addressed envelope to facilitate the return of completed surveys to the evaluation team.

Results

Teacher Satisfaction Survey. The teacher satisfaction survey is comprised of statements related to the benefits for students claimed by IDS and the SOI Program, as well as statements to do with the usability of the SOI curriculum modules. The survey contained the following 7 statements:

> *The SOI curriculum modules are:*
>
> *1) easy to use;*
> *2) enjoyable to teach;*
> *3) enjoyed by my students;*
> *4) helpful for my students' learning generally;*
> *5) particularly helpful for my learning disabled students;*
> 6) *particularly helpful for my students whose behavior in class had been a problem; and*
> *7) satisfying for me as a teacher.*

A 6 point rating scale was provided (0 = too early to tell; 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree). The survey was circulated in December 1999 and/or January 2000 and again in the latter part of the academic year in May 2000. One hundred and ninety-eight (198) teachers responded to the mid-year circulation; 143 teachers responded to the end-of-year circulation. The results of the two administrations (mid-year and end-of-year) are presented in Figures 4.6 and 4.7.

The results in the two figures represent perhaps a moderating of the teachers' views, over the course of the academic year, toward the SOI Program and its effects. For example, in viewing the percentage of teachers responding positively (agree or strongly agree) to the item concerning ease of use of the modules 85% responded positively at mid-year and 77% responded positively at year-end. Similar response patterns occurred on the items "enjoyed by students" (58% to 48% positive) and "helpful for students' learning" (74% to 64%).

Overall, the survey statements can be grouped by ease of use, enjoyment, and general levels of satisfaction (statements 1-3 and 7) and by observed SOI curriculum effects for students (statements 4, 5, and 6). These results are given in Table 4.19.

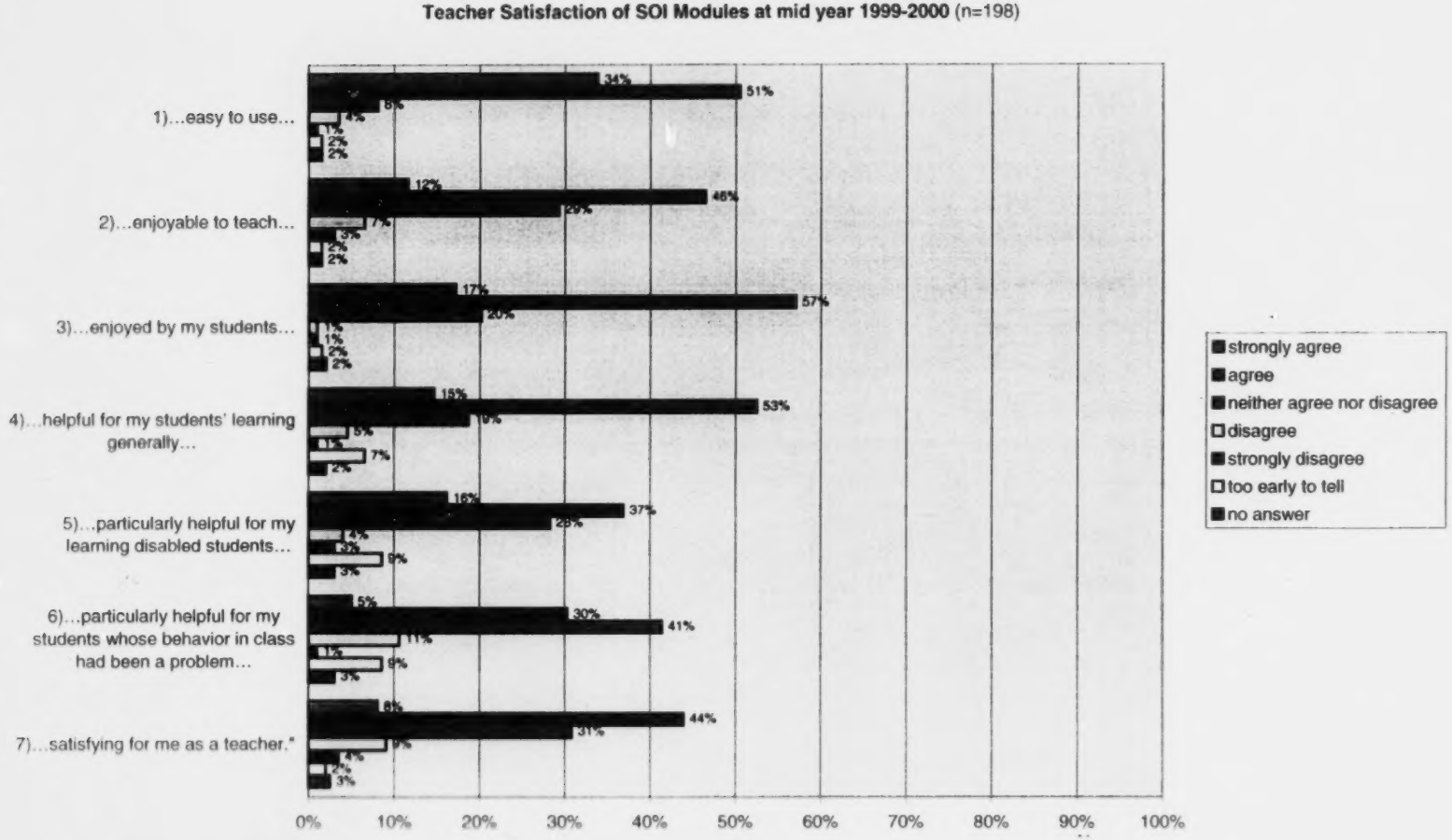


Figure 4.6: Teacher Satisfaction of SOI Modules at mid-year 1999-2000

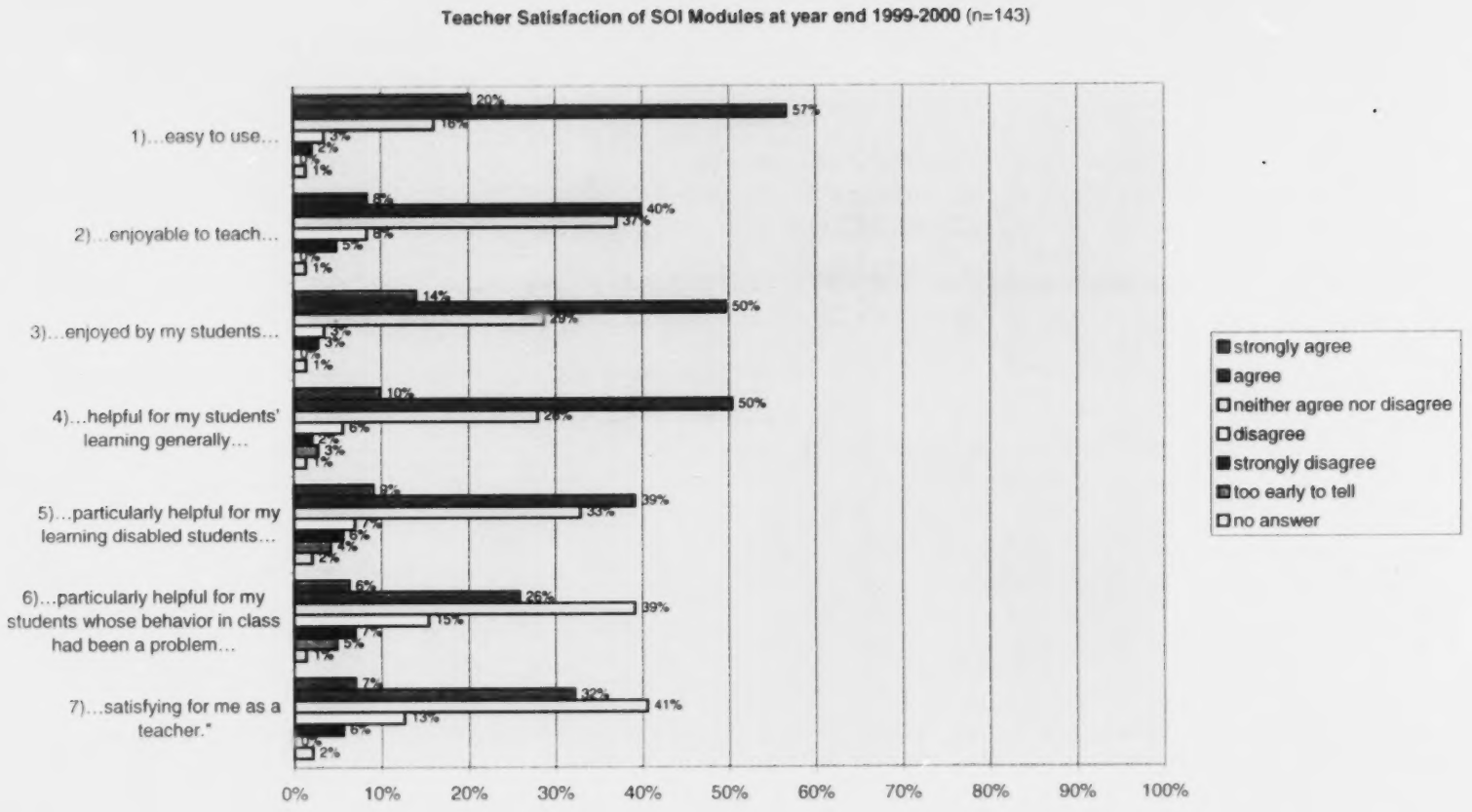


Figure 4.7: Teacher Satisfaction of SOI Modules at year-end 1999-2000

Table 4.19: Summary of Teacher Survey Responses

Type of Question	Type of Response		
	Negative	Neutral/ Too soon to tell	Positive
Questions related to ease, enjoyment and satisfaction (# 1-3, 7)	12%	31%	57%
Questions related to noted effects on students (#4, 5, 6)	14%	37%	47%

Note. These data are taken from the end of year (May, 2000) distribution of the Teacher Satisfaction Survey, n = 143.

Teacher Survey

Teachers in the pilot schools had a second opportunity to provide information on their use of the SOI modules and their perceptions of the modules', and, more generally, the SOI Program's, effects on student learning in their schools. The teachers were afforded this opportunity through a second survey, developed by the evaluation team, and distributed to them by the SOI Specialists and Technicians in their school. As described in the introductory comments for this section, the survey contained primarily open-ended questions regarding the teachers' use of the SOI modules and their views on specific outcomes for children in academic, behavioral, and affective (self-esteem) areas. In addition, the teachers were asked to provide their views, via a 5-point scale, on whether or not the SOI Program should be continued in their school. Survey responses were anonymous; teachers were asked to complete the survey and return it to the evaluation team in a stamped, addressed envelope provided for that purpose. The survey can be found in Appendix 7, and transcribed responses to the survey may be found in Appendix 8.

Approximately two hundred and twenty-five (225) surveys were distributed; one hundred and thirty-nine (139) were returned for a 62% return rate.

Relevant results are summarized as follows:

- 93% of responding teachers indicated they used the SOI modules.

The teachers were asked to indicate the contribution the modules make in preparing their students to meet the Oregon Benchmarks, and they were asked to describe the benefits and negative aspects of using the classroom modules.

- 64% felt the modules contribute to students' progress toward the Oregon Benchmarks; 19% felt the modules did not contribute; 10% were not sure.

Responses related to the benefits of module use and contribution to the Oregon Benchmarks included mention of general learning skills such as attention, following directions, eye-hand coordination, and "thinking skills." The teachers often suggested that the modules do not relate directly to the Oregon Benchmarks but contribute

indirectly through developing and/or strengthening students' "learning skills" which would, in turn, position the students to succeed in meeting their respective Benchmarks:

- "These modules provide instruction and practice in a variety of skills needed by students. The areas covered include language skills, logic, and study skills to name a few."

- "The modules help students to follow directions, eye hand coordination, thinking skills, (categorizing, step-by-step procedures, visual discrimination, etc.)"

- "They focus the students in a different way than regular class work—thus they stimulate another part of their brains."

- "Being able to remember and recall info helps students meet benchmarks in all areas. Some are able to organize the information and use it in other areas."

- "Helps to prepare them for the kind of questions that might appear on the test, [it] prepares them for that kind of thinking."

When the teachers cited negative aspects of the SOI modules, they frequently spoke of time factors and the press of other curricula as factors that precluded their use of the modules:

- "They take up way too much class time. The thinking and following directions benefits may be attained in other academic areas required by the state, and the modules are taking valuable time away from these areas."

- "Time. If the directions were simple enough for them to read and do independently, I could maybe give them as independent work, but since my class for the most part cannot read and figure out the directions by themselves I don't have time in my day to use them."

The teachers were also asked what effects on *academic achievement, behavior in and out of the classroom, attendance, and students' self-esteem* they could attribute to the SOI modules.

- 54% felt the modules had an effect on *academic achievement*;19% felt the modules had no effect.
- 35% felt the modules had an effect on *classroom behavior*; 26% felt the modules did not affect classroom behavior.
- 12% felt the modules had an effect on *behavior outside the classroom*; 32% felt the modules had no effect.
- 9% indicated the modules had a positive effect on *attendance*; 37% felt the modules had no effect.
- 52% said the modules had a positive effect on *students' self-esteem*; 19% felt the modules had no effect.

The teachers spoke primarily of factors they could observe in the classroom; academic achievement, classroom behavior, and self-esteem aspects drew comments. Many said it was very difficult to attribute effects they observed primarily to the SOI modules, and this was especially so in areas related to attendance and behavior outside the classroom.

- "The modules I mentioned before help the students gain skills necessary for reading."
- "math memorization."
- "better formation of letters, letter identification, ability to track across lines."
- "Focused—better concentration."
- "Confidence in choices and decision-making."

Readers should note that there was a large proportion of teachers who did not respond to the above items: 20% of the teachers did not respond to the item related to academic effects; 45% of the teachers did not respond to the items concerning behavior outside the classroom and attendance.

Finally, the teachers were asked their views on whether the SOI Program, to include the modules and the Lab, should continue for the coming academic year. A 5 point rating scale was provided with a rating of 1 signifying "definitely drop" the Program, a rating of 3 indicating the teacher was "on the fence" about such a decision, and a rating of 5 signifying "definitely keep" the Program.

- 37% indicated "definitely keep" the Program,
- 20% indicated "keep" the Program,
- 16% indicated they were "on the fence",
- 8% indicated "drop" the Program,
- 12% indicated "definitely drop" the Program,
- 6% did not respond.

The responses to this item suggest that more than 50% (57% say "definitely keep" or "keep" the Program) of the teachers feel the SOI Program should remain in their schools. The teachers expressed support for the SOI Program by describing gains they observed in their students. Comments often referred to focusing or concentration as desirable outcomes from SOI participation. Some teachers expressed support for the SOI Lab but not for the modules. The teachers who offered this distinction cited the good works the Lab does for the children who attend and questioned the value of the classroom modules, sometimes citing time constraints as a factor and sometimes expressing doubt about the contribution the modules make to student performance. The teachers who did not support continuation of the SOI Program offered reasons related to the introduction of the SOI Program to their school, time constraints, and philosophic disagreement with the SOI model.

- "To be honest I don't really know if the modules are really much of a benefit. It had been very difficult to find the time to complete the classroom modules. Is there any way to serve those students in need of SOI in the SOI classroom [Lab] but discontinue the use of the modules in the classroom. I see a benefit of the SOI room, however I do not see much benefit in the classroom modules."

- "I want to stress again that I do see significant benefit and improvement for those students who receives SOI services in the SOI room. However, I question the benefits and importance of having all students complete the modules."

- "I really like the lab and it has really helped those children who I have sent. As for the classroom modules, I think they are less effective."

- "The kids who need the most help with it participate the least. These same kids get pulled out of my class twice a week for SOI, which fragments my class even more. Until someone can convince me why I need one more Program forced on me without my input, then I say no thanks."

- "By having a total class participation we have benefited. I am pleased with the Program and thrilled with the results we have seen this year."

- "I think the modules and SOI Lab directly fill a void that helps children grow in missing developmental skills, specifically in visual, spatial, writing, memory, tracking cognitively, classifying, etc."

- "I have seen the SOI Program greatly benefit some of my students who attend the lab. I support SOI lab 100% but unfortunately have not noticed the classroom modules have any effect on my classes."

- "We have never had someone from the SOI Program explain to teachers the purpose of classroom modules or what we could expect to see as a result. It is hard to justify money or time without results."

- "I believe this is a very beneficial Program. It has helped all of my students. Several have made great gains in reading after participating in the lab."

The responses to the two teacher satisfaction surveys and the open-ended teacher survey on Program efficacy suggest that a majority of the teachers responding support the SOI Program and are in favor of its continuation. The majority of teachers who responded said the classroom modules were easy to use and that their students enjoyed them. They cited improvements in learning skills such as attention, focusing, concentration, and confidence as the most observable outcomes of the Program.. The SOI Lab enjoyed strong support from the responding teachers; they complimented the staff who work in the Lab and they cited gains in learning skills made by the students from their classrooms who attend the Lab. A number of teachers stated that the classroom modules are less valuable to them than the Lab operation and wondered whether or not the Lab could continue to operate at their school without the requirement of classroom modules. Teachers who were opposed to the continuation of the SOI Program cited time constraints, the modules' lack of direct correlation with the Oregon Standards, and the manner in which the SOI Program was introduced to their schools as reasons why they felt the Program should not continue.

Conclusions and Discussion

In Year 3, as has been the case in Years 1 and 2, Teaching Research's third party evaluation of the Structure of the Intellect Model Schools Pilot Program examined the effectiveness of the Program with regard to students' academic performance, special education assessment referrals, behavior referrals, language acquisition for students who speak English as a second language, and school attendance. In addition, the evaluation investigated teachers' views with regard to the SOI classroom curriculum, as well as Specialists and Technicians operation of the SOI Learning Centers, and their views of the Program.

It was the assumption of the Teaching Research evaluation team that the purpose of any program introduced into a school is to bring about valued positive outcomes for students. Further, it was assumed that, during their attendance at school, students typically mature and make progress in learning (new knowledge and skills acquired and refined). With these assumptions in mind, the evaluation team felt it was important to apply a value-added approach to examining the effectiveness of the SOI Program. That is, the evaluation team examined the performance of students in SOI schools *in comparison* to their peers in schools of similar characteristics, but who have not participated in the SOI Program. To that end, 17 comparison schools were carefully selected that match the salient characteristics of the SOI schools.

The questions asked in this program evaluation were developed in consultation with the Oregon Department of Education, and with the assent of representatives of Intellectual Development Systems (IDS)—the purveyors of the SOI (BRIDGES) Program. The key questions are as follows:

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

2. Is there a significant difference in the levels of Special Education referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

3. Is there a significant difference in the levels of behavior referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

5. Is there a significant difference in student attendance rates between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

Overall, to answer the five questions posed above, the Teaching Research evaluation team employed a quasi-experimental design supplemented by selected case studies, teacher surveys, focus group interviews, and on-site observations.

Data collected relevant to the key questions posed included:

1. Oregon Statewide Assessment data in Mathematics (this year including Math problem solving for grade 5) and Reading/Literature (this year including Writing for grades 3 and 5) at grades 3 and 5 for each SOI and comparison school;
2. Number of referrals for Special Education assessments by month and grade for each SOI and comparison school;
3. Number of referrals for inappropriate school behavior by month and grade for each SOI and comparison school;

4. Number of students entering and leaving ESL/LEP programs for each SOI and comparison school; and,
5. Monthly and yearly attendance rates for each SOI and comparison school.

The results of the Oregon assessments were obtained directly from the Department of Education; school administrators and/or office staff at each participating and comparison school provided the remaining data listed above.

In addition to above sources of data, the evaluation team made a total of 51 school site visits over the course of the 1999-2000 academic year, in addition to the 79 visits conducted in 1998-19999, interviewing SOI Specialists and Technicians at each of the 17 participating schools, and meeting with building administrators. Additional site visits were made to the schools attended by the 11 students selected for in-depth case studies. Further, 2 focus group sessions were held in Spring 2000 for the SOI Specialists and Technicians. As well, a teacher satisfaction survey was distributed to all teachers in the SOI schools at two points in time (December 1999-January 2000 and May 2000); 198 and 143 teachers responded to the two administrations. Finally, an open-ended teacher survey was developed around questions related to the efficacy of the Program in key student outcome areas, and administered in May/June 2000; 139 teachers responded to this survey.

Our findings around each question are summarized below.

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

    - The Specialists and Technicians, and to a lesser degree the teachers, at each of the participating SOI schools provided anecdotal reports on improved student achievement. Organization skills, self-concept, penmanship, and ability to focus were described frequently as evidence of improvement in academic functioning.

    - Statistical analyses comparing SOI and matched comparison schools in reading/literature, writing, math, and math problem solving on the state assessments at grades 3 and 5 revealed statistically significant differences in favor of the comparison schools at grade 3 in reading, and grade 5 in writing. In the first case, the difference between the groups was slight and represents little practical difference between the average performance of SOI schools and their comparison counterparts. In the second case, the difference was modest but possibly indicative of a practical difference between the two groups.

    - Several of the SOI schools and the comparison schools showed gains over their previous year's performance on the state assessments in reading/literature and mathematics.

    - In examining the 1998-2000 (grade 3 to grade 5) cohort of students in reading/literature and mathematics, the 17 SOI schools and 17 comparison schools on average showed virtually identical achievement growth.

    - **After two and one-half years' implementation for 2 schools and two years' implementation for another 15 schools, the claim of improved academic achievement for schools participating in the SOI Program is not supported.**

2. Is there a significant difference in the levels of special education assessment referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

    - There was no statistically significant difference between SOI and comparison schools on their 1999-2000 referral rates for special education assessment.

    - As in Year 2, there continue to be anecdotal reports from Specialists and Technicians around student improvements in focusing, concentration, and ability to sustain attention.

- As in Year 2, there continue to be reports of additional students being identified, through their participation in the SOI program, as needing some type of special education intervention.

- **After two and one-half years' implementation for 2 schools and two years' implementation for another 15 schools, the claim that schools participating in the SOI Program will experience a reduction in referrals for assessment for special education services is not supported.**

3. Is there a significant difference in levels of behavior referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

   - There was no statistically significant difference between SOI and comparison schools in terms of referrals for unacceptable behavior for the 1999-2000 academic year.

   - As in Year 2, there continue to be some testimony from the SOI Specialists and Technicians about improved behavior in the SOI Labs and classrooms and anecdotal reports about improved behavior on the playground. Some students were said to be able to concentrate, work better independently, and control their bodies better.

   - Behavior referral trends for the SOI schools reporting these data were inconsistent: some schools showed a decrease in behavior referrals while others reported increases. Mitigating factors at many schools included changes in administration and/or discipline policy, changes in recording methods for behavior referrals, and growth of the school population.

   - **After two and one-half years' implementation for 2 schools and two years' implementation for another 15 schools, the claim that schools participating in the SOI program will experience reductions in referral rates for inappropriate behavior is not supported.**

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

   - The net change in numbers of students participating in ESL programs for both the SOI schools and the comparison schools varies considerably, largely as a function of each school's geographic location.

   - The vast majority of ESL students attending the SOI and comparison schools who leave an ESL program do so due to annual migration patterns of their families or changes in living situations, not because of "graduation" out of ESL eligibility.

   - **At this time the question regarding the rate of growth in language acquisition for students who speak English as a second language remains open.**

5. Is there a significant difference in student attendance rates between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

   - As in Year 2, there continue to be reports that students enjoy the SOI modules as well as participating in the SOI Learning Centers. From $^{2}/_{3}$ to ¾ of the teachers responding to the Teacher Satisfaction survey report that the modules are "enjoyed by students" and about ½ report that they are "enjoyable to teach."

   - Consistent with previous years, there was no statistically significant difference in attendance rates between the SOI schools and the comparison schools for the 1999-2000 academic year.

- No discernible trends or patterns in attendance rates for the SOI schools over 1996-2000 were observed.

- **After two and one-half years' implementation for 2 schools and two years' implementation for another 15 schools, the claim that participation in the SOI Program will lead to improvements in school attendance rates is not supported.**

In summary, data relevant to the SOI Program and the evaluation questions posed were gathered from a wide array of quantitative and qualitative sources. These data indicate that systemic, measurable effects of the SOI Program on aspects of students' learning, needs for special education assessment services, behavior, or school attendance, remain elusive for the children at the 17 schools participating in the SOI Program for a second year (and for two schools, a third year) in 1999-2000.

Although testimony of improvements in students' learning was provided, and although clearly enjoying the support of the SOI Specialists and Technicians in the participating schools, on a school-wide basis, and viewed against the relevant data from matched comparison schools, the claims made on behalf of the SOI Program are not, at this time, supported by the available information.

That said, the implementation and efficacy of the SOI Program does depend to some degree on the perspective represented. The following observations and comments stem from the review and analysis of primarily qualitative data, including: notes from site visits, case studies and associated school visits, teacher surveys, and transcripts of focus group sessions.

SOI Specialists and Technicians are highly committed and remain enthusiastic about the Program. All felt that the Program, given time, would show the effects claimed for it by SOI and IDS. Uniformly, they communicate a strong belief that the SOI Lab activities are having beneficial effects for the children who attend, and they provide anecdotes capturing that belief. In addition, the SOI Lab staff and the Learning Center activities seemingly enjoy strong support from the classroom teachers and building administrators.

Children attending the SOI Learning center are routinely described as more focused, well behaved, enthusiastic, and able to work independently. The SOI Specialists and Technicians described some differences among the children by age and grade, with younger children (grades K-3) somewhat more enthusiastic than older students (grades 4, 5, and 6), but overall, students are reported to enjoy many of the activities and eagerly come to the Learning Centers at their scheduled times.

As well, information gathered from 11 case study students who were followed during this academic year is also suggestive of some impact from the SOI Program. In all case studies, students reportedly improved in self-concept, behavior, and/or academic skills. These reports of improvement were mitigated by the question of what else may have contributed to these students' improvements over and above the normal effects of maturation as they were also receiving other interventions (medical, educational, and/or counseling).

Another theme that emerged from the qualitative data is the view of the SOI Learning Centers as a complement or supplement to the special education services offered in schools. In many schools children receiving special education services were also enrolled in the SOI Learning Centers. The prevailing view seemed to be that the Learning Centers were "one more means of helping kids." In some cases there was, and continues to be, some friction between SOI Learning Center activities and special education offerings, but in other cases the SOI staff is invited to participate in students' IEP development sessions and is consulted more generally about instructional issues with these students. At times this focus on the SOI Learning Centers as a parallel special education offering obscured the stated intent of the SOI Program as a *school-wide* intervention intended to help *all* children with their school performance.

On the part of classroom teachers, the SOI classroom curriculum is viewed more positively than in Year 2, primarily because of their repackaging in grade-specific workbooks, but still with some ambivalence. Yet, a majority of classroom teachers responding to the teacher satisfaction survey report that the modules are "enjoyed by students," "enjoyable to teach," and "helpful for students' learning generally." Some teachers cited anecdotes of improved student behavior, or handwriting, or organization, but many also stated they were not

able to separate the effects of the modules from other factors that influence students' learning during the course of the year (e.g., maturation, other programs, changes in parenting and/or living situation, corrective lenses, beginning (or ceasing) medication, additional attention, etc.). Criticism of the classroom modules centered on the modules themselves (too many directions, not developmentally appropriate), on the amount of class time the modules take to complete and, consequently, the loss of instructional time available for teaching Oregon standards. However, when classroom teachers were surveyed as to whether the SOI Program should be continued, their responses indicated considerable support.

IDS, the provider of the SOI Program, continues to receive mixed reviews. Follow-up contacts were praised for their timely responses but criticized for mixed and, at times, contradictory answers. Many Specialists and Technicians expressed the opinion that IDS, as a for-profit organization, may not be sufficiently familiar with the operation of schools. As well, the Specialists and Technicians were nearly unanimous in their desire for additional training, both in the implementation of the SOI Program and in the theories that support the SOI approach.

This Year 3 report presents the information gathered during a three-year evaluation of the SOI Program as it was implemented in 17 elementary schools in Oregon over the course of the 1997-2000 academic years. Two of the schools began the Program in February of the 1997-98 school year and the remaining 15 began implementation at the start of the 1998-1999 school year. The information collected and presented in this report thus describes the efforts of 17 schools to implement an "innovation" (the SOI Program) into an existing organization. The SOI staffs, administrators and teachers in each of the 17 schools have largely accomplished this, although with considerable variation. SOI staffs in the schools remain largely enthusiastic about and committed to the Program, willing to provide testimony on the benefits of the Program, and hopeful about more widespread benefits for the children in their care. School administrators and teachers are generally supportive of the SOI school staffs in this regard. However, to this point, despite considerable effort, ongoing good will, as well as some specific anecdotes, the benefits claimed for the SOI Program, and hoped for by school staffs have not been detected with any degree of scale that could be considered program success.

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SOI Pilot Program Schools, 1999-2000

Site Information

*indicates case study site

School	Area	Type	Town/District & Co.	Student Population	Principal	Specialists/Technicians
Adrian Elementary* 202 High St Adrian OR 97901-0108	far-eastern	K-8 (SOI K-5)	Town of Adrian Adrian SD 61 PO Box 108 Adrian OR 97901-0108 Malheur Co.	122	Bill Ellsworth	Elma Witty June Mendoza
Allen Dale Elementary 2320 Williams Hwy Grants Pass OR 97527	lower I-5	K-5	Town of Grants Pass Grants Pass SD7 725 NE Dean Drive Grants Pass OR 97526-1649 Josephine Co.	396	Fritz DeBo	Joan Law Vicki Davis Brenda Aguilera
Bear Creek Elementary* 51 SE 13th St Bend OR 97702-1498	central	K-5	Town of Bend Bend-La Pine Admin SD 1 520 NW Wall St Bend OR 97701-2699 Deschutes Co.	662	Kathleen Saterdahl	Becky Hildebrand Julie Bibler
Evergreen Elementary* 437 S 9th St Redmond OR 97756-9009	central	K-5	Redmond Redmond SD 2J 145 SE Salmon Ave Redmond OR 97756-8422 Deschutes	477	Alice Smith	Mary Kimmel Janet Langland
Fairview Elementary 225 Main St Fairview OR 97024-1704	upper I-5	K-5	Town of Fairview Reynolds SD7 1204 NE 201st Ave Fairview OR 97204-2499 Multnomah Co.	454	Dennis Sizemore	Theresa Stepan Laurie Townsend
Fossil Grade School 404 Main St PO Box 287 Fossil OR 97830	central	K-8 (SOI K-6)	Town of Fossil Fossil SD 21J PO Box 206 Fossil OR 97830-0206 Wheeler Co.	60	Jack Lorts	Jan Schott Celia Lorts
Goshen Elementary* 34020 B St Eugene OR 97405 9622	middle I-5	K-7	Town of Eugene Springfield SD 19 525 Mill St Springfield OR 97477-4598 Lane Co.	121	Julie Collins	Kathy Bronson

School	Area	Type	Town/District & Co.	Student Population	Principal	Specialists/Technicians
Gray Elementary* 785 Alameda Ave Astoria OR 97103-5998	northern coast	K-5	Town of Astoria Astoria SD 1 3196 Marine Dr Astoria OR 97103 2798 Clatsop Co.	260	Marilyn Lane	Karen Grimm
McGovern Elementary* 600 NW Elwood Winston OR 97496	lower I-5	K-5	Town of Winston Winston-Dillard SD 116 165 Dyke Rd Winston OR 97496-8501 Douglas Co	491	David Hanson	Meg Otto Debbie Bishop
Milner Crest Elementary* 1255 Hemlock PO Box 509 Coos Bay OR 97420-0102	southern coast	K-5	Town of Coos Bay Coos Bay SD 9 PO Box 509 Coos Bay OR 97420-0102 Coos Co	212	Tom Leahy	Teresa Hopman-Thurman
Rhododendron Elementary* 2151 Oak St Florence OR 97439-9409	southern coast	3-5	Town of Florence Siuslaw SD 97J 2111 Oak St Florence OR 97439-9618 Lane Co.	417	Susan Waddell	Lisa Davis
Riddle Elementary 5th & Park Sts Riddle OR 97469	lower I-5	K-6	Town of Riddle Riddle SD 70 PO Box 45 Riddle OR 97469-0045 Douglas Co.	309	Judy Gardner	Jacque Collins Debbie Barnes
Stella Mayfield Elementary PO Box 038 Elgin OR 97827-0068	far-eastern	K-8	Town of Elgin Elgin SD 23 PO Box 68 Elgin OR 97827-0068	327	Clair Garrick	Sandy Rysdam Cathy Thompson
Sweetbriar Elementary* 501 SE Sweetbriar Lane Troutdale OR 97060-2544	upper I-5	K-5	Town of Troutdale Reynolds SD 7	543	Patricia Baker	Debbie Jensen
Thurston Elementary* 7345 Thurston Rd Springfield OR 97478-6414	middle I-5	K-5	Town of Springfield Springfield SD 19 525 Mill St Springfield OR 97477-4598 Lane Co	385	Kathi Dew	Linda Ahern

School	Area	Type	Town/District & Co.	Student Population	Principal	Specialists/Technicians
Warrenton Grade School 820 SW Cedar St Warrenton OR 97146 9799	northern coast	K-8	Town of Warrenton Warrenton-Hammond SD30 820 SW Cedar St Warrenton OR 97146 9799 Clatsop Co.	553	Janice Schock	Barbara Holland Lori Hackwith
Whitworth Elementary * 1151 SE Miller Ave Dallas OR 97338-2798	upper I-5	K-5	Town of Dallas Dallas SD2 111 SW Ash St Dallas OR 97338 Polk Co.	418	Lynn Hurt	Wendy Kaufman Donna Weld

1999-2000 SOI and Comparison Schools

Grade 3 & 5 State Socioeconomic Rank and School Size

SOI Schools	1999 SES (3/5)		School Size	Type	Comparison	1999 SES (3/5)		School Size	Type
Adrian*	149	172	122	K-5	**C1**	157	170	92	K-6
Allen Dale	334	352	396	K-5	**C 2**	287	269	342	K-5
Bear Creek	406	408	662	K-5	**C 3**	277	276	550	K-5
Evergreen	387	356	477	K-5	**C 4**	307	272	432	K-5
Fairview	297	283	454	K-5	**C 5**	209	216	513	K-6
Fossil	nr	nr	60	K-8	**C 6**	155	121	120	K-8
Goshen	341	314	121	K-7	**C 7**	472	455	138	K-5
Gray*	333	294	260	K-5	**C 8**	322	338	412	K-5
McGovern	123	126	491	K-5	**C-9**	219	212	355	K-5
Milner Crest	422	436	212	K-5	**C10**	475	488	367	K-6
Rhododendron	250	234	417	3-5	**C11**	372	393	459	K-5
Riddle	151	146	309	K-6	**C12**	303	331	365	K-6
Stella Mayfield	514	536	327	K-8	**C13**	553	538	123	K-8
Sweetbriar	668	662	543	K-5	**C14**	666	678	524	K-5
Thurston	611	595	385	K-5	**C15**	586	573	383	K-5
Warrenton	414	394	553	K-8	**C16**	221	207	524	K-8
Whitworth	410	384	418	K-5	**C17**	230	217	354	K-6

Notes: *These schools were participating in the SOI program for a third year; nr = not reported

Oregon State Report Card Ratings
January 30, 2000

SOI Pilot School	overall rating	student performance	student behavior	school characteristics	improvement in student performance	SOI Comparison School	overall rating	student performance	student behavior	school characteristics	improvement in student performance
Adrian Elementary School	satisfactory	satisfactory	satisfactory	satisfactory	improved	C1	satisfactory	satisfactory	satisfactory	satisfactory	improved
Allen Dale Elementary School	strong	strong	exceptional	satisfactory	improved	C2	strong	strong	satisfactory	satisfactory	improved
Bear Creek Elementary School	strong	strong	strong	satisfactory	improved	C3	satisfactory	satisfactory	satisfactory	satisfactory	improved
Evergreen Elementary School	satisfactory	strong	strong	satisfactory	improved	C4	satisfactory	satisfactory	satisfactory	satisfactory	improved
Fairview Elementary School	strong	strong	strong	satisfactory	improved	C5	satisfactory	satisfactory	strong	satisfactory	improved
Fossil Elementary School	strong	strong	satisfactory	satisfactory	improved	C6	satisfactory	satisfactory	low	satisfactory	about same
Goshen Elementary School	strong	strong	satisfactory	satisfactory	improved	C7	strong	strong	satisfactory	satisfactory	improved
Gray Elementary School	satisfactory	satisfactory	satisfactory	satisfactory	improved	C8	satisfactory	satisfactory	strong	satisfactory	improved
McGovern Elementary School	strong	strong	satisfactory	satisfactory	improved	C9	strong	strong	satisfactory	satisfactory	improved
Milner Crest Elementary School	satisfactory	satisfactory	strong	satisfactory	improved	C10	strong	strong	strong	satisfactory	improved
Rhododendron Elementary School	satisfactory	strong	satisfactory	satisfactory	improved	C11	strong	strong	strong	satisfactory	improved
Huddle Elementary School	satisfactory	satisfactory	satisfactory	satisfactory	declined	C12	satisfactory	satisfactory	strong	satisfactory	improved
Stella Mayfield Elementary	satisfactory	satisfactory	strong	satisfactory	improved	C13	strong	strong	strong	satisfactory	improved
Sweetbriar Elementary School	strong	strong	exceptional	satisfactory	improved	C14	strong	strong	exceptional	satisfactory	improved
Thurston Elementary School	strong	strong	strong	satisfactory	improved	C15	strong	strong	strong	satisfactory	improved
Warrenton Grade School	satisfactory	satisfactory	satisfactory	satisfactory	improved	C16	strong	strong	satisfactory	satisfactory	improved
Whitworth Elementary School	satisfactory	satisfactory	strong	satisfactory	improved	C17	satisfactory	strong	satisfactory	satisfactory	improved

Year 3 Evaluation Team Site Visits

Visiting Team: Andrew McConney
Robert Ayres

School	Principal	SOI Specialists /Technicians	visit dates
Adrian Elementary 202 High St Adrian OR 97901-0108	Bill Ellsworth	Elma Witty June Mendoza	1. 9/20/99 2. 1/24/00 3. 5/8/00
Allen Dale Elementary 2320 Williams Hwy Grants Pass OR 97527	Fritz DeBo	Joan Law Vicki Davis Brenda Aguilera	1. 9/24/99 2. 2/4/00 3. 5/5/99
Bear Creek Elementary 51 SE 13th St Bend OR 97702-1498	Kathleen Saterdahl	Becky Hildebrand Julie Bibler	1. 10/1/99 2. 1/21/00 3. 5/12/00
Evergreen Elementary 437 S 9th St Redmond OR 97756-9009	Alice Smith	Mary Kimmel Janet Langland	1. 10/1/99 2. 1/21/00 3. 5/12/00
Fairview Elementary 225 Main St Fairview OR 97024-1704	Dennis Sizemore	Theresa Stepan Laurie Townsend	1. 9/23/99 2. 1/6/00 3. 5/30/00
Fossil Elementary 404 Main St PO Box 287 Fossil OR 97830	Jack Lorts	Jan Schott Celia Lorts	1. 10/5/99 2. 1/18/00 3. 5/23/00
Goshen Elementary 34020 B St Eugene OR 97405-9622	Julie Collins	Kathy Bronson	1. 10/29/99 2. 2/1/00 3. 5/19/00
Gray Elementary 785 Alameda Ave Astoria OR 97103-5998	Marilyn Lane	Karen Grimm	1. 9/17/99 2. 1/11/00 3. 5/2/00
McGovern Elementary 600 NW Elwood Winston OR 97496	David Hanson	Meg Otto Debbie Bishop	1. 9/24/99 2. 2/4/00 3. 5/5/00
Milner Crest Elementary 1255 Hemlock PO Box 509 Coos Bay OR 97420-0102	Tom Leahy	Teresa Hopman-Thurman	1. 9/28/99 2. 1/7/00 3. 5/16/00
Rhododendron Elementary 2151 Oak St Florence OR 97439-9409	Susan Waddell	Lisa Davis	1. 9/28/99 2. 1/7/00 3. 5/16/00
Riddle Elementary 5th & Park Sts Riddle OR 97469	Judy Gardner	Jacque Collins Debbie Barnes	1. 9/24/99 2. 2/4/00 3. 5/5/00

School	Principal	SOI Specialists /Technicians	visit dates
Stella Mayfield Elementary PO Box 638 Elgin OR 97827-0068	Clair Garrick	Sandy Rysdam Cathy Thompson	1. 9/21/99 2. 1/25/00 3. 5/9/00
Sweetbriar Elementary 501 SE Sweetbriar Lane Troutdale OR 97060-2544	Patricia Baker	Debbie Jensen	1. 9/23/99 2. 1/6/00 3. 5/30/00
Thurston Elementary 7345 Thurston Rd Springfield OR 97478-6414	Kathi Dew	Linda Ahern	1. 10/29/99 2. 2/1/00 3. 5/19/00
Warrenton Grade School 820 SW Cedar St Warrenton OR 97146 9799	Janice Schock	Barbara Holland Lori Hackwith	1. 9/17/00 2. 1/11/00 3. 5/2/00
Whitworth Elementary 1151 SE Miller Ave Dallas OR 97338-2798	Lynn Hurt	Wendy Kaufman Donna Weld	1. 10/21/99 2. 1/20/00 3. 5/30/00

Case Studies Site Visits
Visitor: Deanna Todd-Goodson

First Year Case Studies (beginning 1999-00)	
Adrian Elementary School	4/04/00
Evergreen Elementary School	5/12/00
Goshen Elementary School	2/25/00, 3/10/00
McGovern Elementary School	2/10/00, 5/05/00
Milner Crest Elementary School	1/07/00, 3/17/00
Rhododendron Elementary School	1/07/00, 3/17/00
Sweetbriar Elementary School	1/04/00, 4/21/00
Thurston Elementary School	2/03/00, 3/10/00,3/31/00
Second Year Case Studies (beginning 1998-99)	
Bear Creek Elementary School	5/11/00
Whitworth Elementary School	2/18/00, 3/09/00
Third Year Case Study (beginning 1997-98)	
Gray Elementary School	1/31/00, 3/03/00

SOI THIRD PARTY EVALUATION
YEAR 3 FOCUS GROUP PROTOCOL
FOR SOI SPECIALISTS AND TECHNICIANS

(Bend, Thursday, April 13 and Friday, April 14 2000)

1. Greetings; introductions; forms (Spec/Tech information sheet and business forms)

2. Assurance of confidentiality

3. Purpose of the focus group and the process

General Introductory Questions (Bob)

4. You've had some time to anticipate and think about this focus group meeting...when you leave here, what message do you want us to have heard? In other words, what did you come here to tell us?

5. Thinking back over this second year of the program (third year for some of you), how has this year been different from last year?

6. Please talk about successes this year that stand out for you as important.

7. Tell us about your biggest challenges this year.

8. Tell us about your biggest disappointments this year.

Questions Pertaining to IDS and Follow-up Support (Deanna)

9. Please talk about your interaction and relationships with IDS over the past year.

10. What has IDS provided in terms of support, training, and/or materials that you have found most valuable?

11. What hasn't IDS provided that you would have found helpful or valuable?

12. Do you have any other suggestions that you would like offer to improve future training and program support?

Questions Pertaining to SOI in Schools (Laurel)

13. Please talk about your impressions of how the classroom teachers at your schools are using the SOI classroom modules.

14. Tell us about the relationship between the SOI program and your building's administration.

15. Tell us about your communication and relationships with the school or district specialists (e.g., special education staff, occupational therapists, physical therapists, school psychologists, etc.)

16. As you wind up this year, what have you learned that will lead you to change any of the Lab procedures, or the way you run the Lab, for next year?

Questions Pertaining to Parent and Community Reactions (Laurel)

17. Tell us about your communication with parents on the SOI program. Describe their input, reactions and attitudes over this past school year.

Questions Pertaining to Student Impact (Andrew)

18. Talk about student reaction to the SOI Lab portion of the program this past year.

19. Now that you have had another year's worth of running an SOI Lab, what is your current understanding of how the SOI activities and materials work in helping kids function successfully in school? That is, what is the program supposed to do for kids and how does it do it?

20. What student effects have you observed that you feel can be attributed to the SOI Program? For example, can you describe any specific effects on:
    - Academic performance?
    - Behavior (outside the classroom, at recess or lunch, and before and after school)?
    - Attendance?

21. In your view and at your school, what is the most critical element or aspect of the SOI program in terms of helping students?

22. In your view and at your school, what is the strongest evidence you would point to that supports the effectiveness of the SOI program?

23. How closely has your school followed the IDS script for implementing the SOI/Bridges program? That is, if you had to rate your school on a scale from 1 (almost no following of script) to 10 (perfect following of program script) what rating would you give and why?

24. To summarize this set of questions, please talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.

Closing Questions (Bob)

25. Please talk about your view of the evaluation of the SOI Program.

26. What do you think the results of the evaluation will be this year? After another year, what do you think the results will show?

27. Are there other questions we should ask?

28. Given all that has been discussed today, would you change anything that you said at the beginning about your greatest successes, challenges and/or disappointments this past year?

On behalf of the team, thank you!

Year 3 SOI Evaluation Focus Groups

SOI Specialists and Technicians
Bend, Oregon

In April 2000, 22 of the 1999-00 SOI Specialists and Technicians, representing 14 of the 17 SOI pilot schools, gathered in Bend to participate in 1 of 2, day-long focus groups.

The series of questions asked by the evaluation (see Appendix 4) pertain to changes in the Program; the SOI modules administered in the classroom; interaction with IDS; school and district administrative and staff support; parent, student, and community reactions to the SOI pilot; the evaluation, and impact for students.

The focus group transcripts on the next several pages follow as day 1, Thursday, April 13th; and day 2, Friday, April 14th. As evident in the transcription, during the 2 meetings some questions were addressed out of order; subsequently some prepared questions were not asked verbatim.

Thursday, April 13, 2000

4. *You've had some time to anticipate and think about this focus group meeting...when you leave here, what message do you want us to have heard? In other words, what did you come here to tell us?*

One message I would like to convey: cooperation with IDS much smoother. Good changes from last year's focus group. See a much better attitude and working relationship.

I agree. Had complaints about the modules. Now IDS is treating us like we have a right to know what's going on and why.

It's the 2nd year for our district. Our principal's noting the money is better spent, and changes in the kids. But in the 2nd year you see changes—didn't last year. Even though the kids aren't graduating as they should, [program] is doing great—a greater impact. Money is well spent [lab]. Are some mixed feelings--some teachers do modules and some don't. But the kids who are coming to lab are making big changes.

We're seeing big changes in lab kids, too. They feel good about it. It's the place to go, the lab; no special ed labels.

We have the whole group who graduated wanting to come back to lab . . .

We have lots of transients—kids who move away and come back, too, in the same year.

It's good for you to bring us together. Good to share ideas. Did you know we're all getting together in Vida in a couple of weeks [4/28]?

5. *Thinking back over this second year of the program (third year for some of you), how has this year been different from last year?*

So much smoother [than last year]. We feel like we know. We're able to work faster; move kids through faster. We have an understanding of what [students] can do, and how to accommodate. Our expectations are more in line. And not having those pages and pages of modules . . .

It's been interesting. I've been spot checking notebooks [modules], and I've been able to help kids and teachers. I have taught the modules. One thing about our site is we had a slow start. We didn't come in until the 1st day of school. They'd changed the room, but now everything's back. Was a fight with schedules for testing.

We didn't have as much testing this year [as last year].

Think teachers in general are more accepting this year. Our secretary put in permission sheets in registration packets. Now that comes straight to our mailboxes. If a new student comes in we know, and the grade level, if we're going to need a new notebook. So much nicer.

Teachers are a lot more confident with the modules. Some have said the modules flowed into what they're working on. The kids are excited about the modules this year.
Takes less time because the instructions are right with the modules.

Don't have to go back to that stupid book.

I set up a new program: I see every module when it's done. There's a reward for [correctness] and [completion]. Holds them accountable. Teachers are excited, but there are some who would toss SOI modules out the window—but they want kids in the lab. We do SOI with every K, 1st and 2nd graders—combined SOI and P.E.—1/2 do SOI half the time and then switch. We now have 6 extra trampolines so all the kids can know it. That way you can tell the kids who don't need the lab work. I move them slowly and rotate them. I track groups, and yes, trained my volunteers to watch. I focus on my lab kids. It's more intense for them to go back down to lab and do it some more. I've seen the most improvement in 2nd graders. Of the 1st graders about 10% are good, and the rest aren't really there. I do it 2 times a week, mornings with 3rd through 5th, afternoons K, 1st, and 2nd. I will think will pay big dividends as these kids move on in school. I work in a really small school. 220 kids, and we don't have a PE teacher [another commented, "It sounds like an excellent idea. I'd like to see how you do it."].

Our staffing is different this year because of grant size. Last year had a full time assistant. This year only one person [at a time]. I work at the high school in the afternoons.

Doing screenings [vision]--catching 5th graders—all kids, really—that were falling through the cracks and finding out they have tracking problems. They're [5th graders] going to be gone—last shot to find out. One 5th grader had vision check out, but his eyes were red and watery trying to track. Mom came in and said, "Whoa." We said, "There are some things we can help you with." He's doing much better.

6. Please talk about successes this year that stand out for you as important.

We had a vision therapist come in. Some things that were found never would have been caught without that screening; would never have been found with any other program [eg, special ed.].

Sixty kids at our school [about 15%] have vision tracking problems. The developmental optometrist came in and volunteered his time.

We did, too. We did a full NYS vision screening test. Could make recommends from that. They said we would have 20%, but we had higher. It's just a screening, have to make that very clear to parents—that it's not an exam. But it's very helpful.

We had a success story: One girl couldn't see at all. I asked the school nurse if she was on the list because they'd had testing 2 weeks before. The girl wasn't on the list. Nurse asked me what I was doing for vision testing. I asked her if she was testing for far vision. She showed me her "E" chart and said that rushing them through that made it hard to get accurate results. The girl has got the glasses. She used to look like a cheater, because she had to copy from the kid next to her to get what was on the board. Now it's simply amazing; teacher says it's great.

It's such an easy thing to do to fix the vision. We have several kids who got glasses this year.

We have a developmental optometrist who volunteers screening test. For those who qualify, 1-800-VISION-USA; if meet the criteria can go get a screening. Neat connections—get a developmental optometrist working with the district team.

Another piece—developmental optometrists— used to be thought of as quacks, prescribing unnecessary treatment . . . now part of district team.

We had another school ask how they could get some of their kids in our program. Unfortunately, it doesn't work that way. But word's getting out.

Had a call from FAN [helps needy families] coordinator to get more kids involved in the SOI Program. We have a family success story. Started with daughter. We work with K-5 but the school is K-8, but [] said on a space available basis we could bring the olders in. Brought the 6th grader in—in the 5th grade she was carried on the teacher's hip, yelling and screaming. Now, in the 6th grade, she's walking down the hall like a lady, doing what she needs to do. She's getting almost a 4 point [GPA]. Her sibling were doing the same thing: a pattern. Now, at the parents', teachers', and principal's request, they're all on the Program. Seen improvement in all of them on different levels. The older one's done almost 2 years, almost completed. These kids were thrown in padded room—the Grande Rhonde Detention Center for kids who couldn't function in a regular school.

I have several kids going to finish their plans this year. IPPs were so long, but now so close to finishing.

Teachers tell us about kids that had no confidence have more now. Two 4th graders referred last year—one boy the teachers said vibrates—can't sit still. The 2 of them—their testing took forever: test, go jump on tramp, come back and test, go back to tramp. Now they're nearly through the Program. They can sit for 15 minutes and do the workbook; now they can sit still.

I have 1 special needs kid who's progressed so far he is ahead of me on catching the patterns he's doing. And now he's reading.

Our special education teachers uses LOCAN.

7. Tell us about your biggest challenges this year.

Challenges? For me it's how to finish the workbook. We were told kids were supposed to graduate in a year. There's no way. There's 87 pages in a workbook, and the FS print book has 30-plus pages. Last year's kids are still doing the memory game, the workbook, though they're done with all the activities. They want to get graduated from SOI before they graduate from elementary school. These kids are so driven to finish. They get in the room and go gung-ho on the pages, and counting pages. They're challenging each other. It's driving them nuts; I feel for them. Don't want my kids discouraged, or 4th graders that have to come back for a 3rd year.

They don't have to complete all the pages before they graduate.

Yes, Elizabeth Chandler came and said, yeh, they did [have to complete all workbook pages].

I heard no [student don't have to finish workbook pages]. If they look successful and they're almost done, then they're done. Was a direct question I asked David. If you see a student change; there's been an impact on the student; and the teacher's seeing an impact, you have the option to release them from the program and call it a success, and bring in the others who are needy.

That's not what I was told.

Challenge—waiting all summer for funding. It was late, so school district couldn't sign—out of luck if you don't have it by August. Not the best contract position to be at. We went on faith.

Challenge—lack of progress with kindergarteners.

We don't serve kindergarteners this year. Not worth it.

David Crymes told about Whitworth doing entire kinder classes combined with Title I—seems to be working well.

Our kindergarten teachers aren't seeing the value; hesitate to let them go for 20 minutes when they only come for 2 ½ hours. Don't see the value in LOCAN. I'm looking forward to the training.

Our [kindergarten] teachers let them go; figure they'll get something out of it.
Tosses are hard for those little kids [kindergarteners]. See a lot of frustration with kids who don't have success—they don't want to do the exercises.

Don't think they're [kindergarteners] developmentally ready.

I have modified the exercises and rows for them [kindergarteners].

Now we're told after we've been doing this for 1 ½ years that we don't have to do this; change that; scratch this off. And we're like, hey, wait a minute. Frustrated they come in the middle of the year and tell us to do things differently.

But it's a changing, improving Program.

It's different from a clinical setting, too. What they've learned in a clinical setting—the rules, are not the same in a real school.

When David came in for training this year, he had a new way of doing ball target. Frustrating to go back and retrain these kids.

Speed of getting kids through—getting done in 7 to 9 months. Haven't solved that one.

How to handle kids from last year; where to start them coming back this year? With the 4th graders we used last year's test results to make a new plan.

The starting over business—when we had module pages last year, and now we have workbook pages, does it mean all they did before doesn't count? That's why they have so many pages left.

9. *Please talk about your interaction and relationships with IDS over the past year.*

It's been much better this year. Better level of respect. More open to ideas and questions. Not so much, "this is the way we do it; this is the way it is."

I never had trouble on the phone last year. But used to have to leave a message and wait for a call. Now someone answers—they must have more staff.

I've always had good luck [with IDS]. Last year and this year. I must be lucky.

A lot of ideas from the focus group were incorporated this year—that's good. One person that we'd previously had problems with had changes in attitude.

I was thrilled with [IDS's] willingness. I was short lots of workbooks this year. I went to the principal, he said at the end of the school year ask roughly how many kids? But not, how many at this level or that level? I found out this year I could get workbooks for blends. I had to order more. I thought, oh, no! I'll have to spend all the money for the year on workbooks. I called bridges and they said, Oh, you didn't get what you needed to start

the year, and they sent me all I needed for free. They were very willing. Have had to change and reorder books, too, and they've been willing to trade, send free, accept mistakes.

We understand a new bridges person understanding site problems has been working with the state in helping with flexibility. Working to help find grants for additional funding, too.

I would like for them at least to contact us once to see how it's going. It's their baby.

What's IDS? What's Bridges?

IDS sells the Program? Bridges administers the Program?

Don't know [re Bridges/IDS entities].

Not sure [re Bridges/IDS entities].

10. What has IDS provided in terms of support, training, and/or materials that you have found <u>most</u> valuable?

Materials of support/training from IDS: The little booklets that explain the Program. Can read it in 15 minutes. The LOCAN explanation—the teachers can read it, and they love it.

Explanations in modules for teachers.

There's a teacher presentation and a parent presentation [from IDS]. Comes with overheads. Here we shared the book with parents.

I've put the posters [from IDS] on the wall for open house.

Not going to find too many teachers who want to do something without knowing what it is.

Offering training to talk about FS print exercises and LOCAN on the 28th in Vida. It's for us, school administrators, volunteers.

We pay for this one [Vida training 4/28].

It will be nice to meet the Meekers [4/28].

11. What <u>hasn't</u> IDS provided that you would have found helpful or valuable?

What IDS hasn't provided—More contact. I'm hearing stuff today I have never heard. Need consistency.

Would like a narrative along with the IPP exercises. Been almost a year since we were trained on that. Would be nice to have a narrative to go along with the diagrams.

An order generated by our school-we received lots of materials we won't use. We've been assured we can swap out.

They took our LOCAN back and credited us.

K-2 packets, FS primary workbooks—kids love them this year—is a benefit. I know some classes aren't doing it so lab is an opportunity.

12. Do you have any other suggestions that you would like offer to improve future training and program support?

[Would like IDS to provide] a presentation to staff and parents. Last year, when everything was kind of vague, our principal squashed our presentation. Principal saw teachers having questions when we started and he halted everything. He likes things short and sweet. So it would be nice to have them come and present; get teachers on board and entrusted.

They could do it on a site review [presentation to staff and parents].

Definitely need consistency in training.

Need visits earlier in the year, and if they make changes send a memo, too, with the changes.

At the beginning of the year we got materials, but no letter. New stuff, and no letter. Okay, I'll try to figure things out. Finally, at the end of October, I called. They said they sent the letter in July. We had no school in July. So they faxed me one, and then it was suddenly all clear.

We never get a packing list [with materials].

Like to know how much this stuff [materials] costs, so can tell what maybe use and maybe shouldn't.

Yes, we could be more efficient in our spending. Would be nice to be in charge of ordering for our school.

We got $2000 credit for the stuff we sent back.

I think they should have a review [training]. Wouldn't it be nice to go through the activities again? [several agree: "Yes, in August." "Was anyone else expecting it? I was." "An April one wouldn't be the same."]

[Regarding refresher training] It takes a long time for us to learn the activities, and we talk about how long it takes the kids. And memories get fuzzy . . .

When you have different trainers—like, you had Elizabeth, us David, last year Sue Pillows—would be nice to get all the same.

I lost my help. I wasn't told I could break my class in half, and didn't have to take all the kids from last year back. Elizabeth said, "how do you do this? Why do you have so many kids?" I told her this was my job—to serve 20%. She told me no one else has this many kids. So, why didn't anyone tell me? [comment: serve up to 20%].

Need to be clearer on how many kids to serve, and how many techs are needed.

Level of funding needs to be adjusted according to the size of the school. Not really fair to expect same level of service with reduced funding.

13. Please talk about your impressions of how the classroom teachers at your schools are using the SOI classroom modules.

Some are using [modules] on a regular basis; some sporadically; some not at all.

Our principal sent out a memo: you are, we will, do this. Teachers who don't want to use them trade classrooms so who like and are good at modules get all the kids.

Our teachers are mixed this year. I think it's a procrastination thing. Some are not fitting [modules] in consistently, because they don't have a deadline. But they do like the books. Needs to be an improved monitoring system.

At our school teachers are impressed with the workbooks vs the separate modules. At the beginning I gave them tentative dates when they should be done with sections. The principal takes over one class doing modules

because the teacher had given the workbooks to kids and told them, "work at your own pace." Correct all modules. Have a award certificate for Burger King with over 90% correct.

I devised a work sheet review for teachers. They used to be lax. I put the names of students down, if pages are complete, or not complete. I think it embarrassed them to see names, and now they want to see less names. Teachers will even takes the sheet back to the students and have them do them.

I did a similar thing last year—who was high; who was low.

14. Tell us about the relationship between the SOI program and your building's administration.

Positive. Still positive.

Feeling a lot better this year [about the relationship between SOI Program and building administration] .

Teachers are feeling better [about the SOI Program]. Last year had a 4th grader who's now a 5th grader and seeing the growth. So feeling a lot better this year.

[District] specialists and the special education program are able to see more growth.

Our counselor had created "Jump Start" to work with SOI.

15. Tell us about your communication and relationships with the school or district specialists (e.g., special education staff, occupational therapists, physical therapists, school psychologists, etc.).

The more they see, the more they like. We had almost 100% success rate with diagnostician. They test IQ, we test brain development, and when we matched we were finding the same things. He also does a vision test. They're telling the parents to come to the lab.

It's almost going in the way [specialists] look at the data. It's a good sell to parents: SOI doesn't label their kids.

We are asked to come into IEP meetings with specialists. We take our SOI test results. We can show where there's a low average. We bring the 3 page printout and can show where the kids are going.

The level of respect our co-workers have for us [has risen]. They see some value in what we do. That helps tremendously.

Coming from a full time classroom to this, I see both sides. So that interaction has helped communication.

16. As you wind up this year, what have you learned that will lead you to change any of the Lab procedures, or the way you run the Lab, for next year?

It would be helpful to have scheduling right off. Teachers already had their schedules worked out—trying to get the workbook in after that was tough.

[Lessons learned that would change procedures]: It would be nice to have a longer [lab] session with kids. It's so fast, back to back. Thirty minutes—25, really—is a rush. Forty to 45 minutes--give them a little more relaxed, less pressure atmosphere. Time goes really fast.

Want to encourage longer level connecting; staying on task. Essential skill built in.

We do 40 minutes now—it's really good. Can do all the exercises and time for the workbook. Quality control that way.

Even at 40 minutes [a lab session] it goes fast. Hoping for a lot less Title I referrals next year.

This year we had entire classes come in to the lab. Last year it was shrouded in mystery. This way we can pick up on who might benefit.

[When entire classes visit lab] then it's also not so intimidating for kids not wanting to go in.

[When entire classes visit lab] then kids in lab can show off what they can do.

We had a parent open house like that ["kids in lab showed off what they can do"].
When parents come do the class and see what we do, I've had 100% buy in.
I wrote a newsletter early this year for the community.

17. Tell us about your communication with parents on the SOI program. Describe their input, reactions and attitudes over this past school year.

Parents haven't known what's going on. Open houses help.

I've done a couple of newsletter articles. Will do it again next year.

Some parents came in blaming the teacher for a student's lowering grades. Son was coming to lab that day. [Parent] read IDS brochure. Helps when they come in and see. And got on the teacher's side.

4/13 Focus group consensus: "Program is hard to explain."

I had one parent who thought we were brainwashing. But they can see the results now.

Getting parents to come out is a big factor—to the portable; makes it difficult. I had kids bring parents back who'd already been. The 1st time they were absorbed: "oh, okay." The 2nd time they were interested. But had one set of parents come in and say, angry, "why is my child back in SOI?" But by the time they left, they were so sympathetic. Said they were going back to the teacher and say, no, don't take my child out. I changed their minds. If I could take my class and move it into the school . . .

A retired teacher lady came in, she'd heard we did SOI, and now she volunteers. She'd gone through training with the Meekers last year. We had a student with crossed eyes. Student's doctor [developmental optometrist] was familiar with the SOI Program in California, and was ecstatic we had it in Oregon. He came in. He uses a trampoline with his program. He was helpful—had suggestions about kids walking the plank. He told us a few things to benefit the lab. He said we actually had more training on this stuff than developmental vision doctors, and more experience. We tested one child and parents took child to get a Shop-Ko [vision] exam. They brought the Shop-Ko note to me: "distance vision: fine." Parents said to us, "See?" I called Shop-Ko and asked how/what they do to test. Didn't get it.

Our nurse has been much more helpful this year [than last].

We have a great relationship with our nurse.

18. Talk about student reaction to the SOI Lab portion of the program this past year.

One 4th grade kid can't, won't stay on task. He knows it. Sometimes he would yell at me and be angry. He came in, not even a month later—popped his head in and said, "Thank you for letting me come to your class. I'm getting my work done, and it's helped with my reading." So the kids are noticing, and I didn't ask for that report.

One kid went from a 2.1 to a 3.9 reading level—accelerated reader test. He didn't like to come to lab because it took him away from classroom. But I showed him the test [results], said these are the facts, and he decided to stay in. 4th graders—it seems to really affect their reading levels.

I've had so many teachers say the kids have blossomed. More confidence.

They love [lab]: "Is it my turn?"

We did up a sheet that goes to teachers asking for checks—if shows in area. See a lot on self image.

We get to see progress in the lab but not in the classroom, so the [teachers'] information helps.

20. *What student effects have you observed that you feel can be attributed to the SOI Program? For example, can you describe any specific effects on:*
    - *Academic performance?*
    - *Behavior (outside the classroom, at recess or lunch, and before and after school)?*
    - *Attendance?*

There's this kid I'd see in the hallway always. I started asking, "why are you always in the hallway?" He said, "oh, the teacher lets me be out here." I suddenly got a referral from his teacher. I talked with his teacher—turns out behavior problems [ ] –Teacher allows him to wander around outside. I thought, is this right for this kid to be allowed to wander and not do work in my class? He's been in my class 2 months. Suddenly, he does everything I ask him. He does everything right. His classmates say, "why do you work in here and not for the teacher?" But now, I don't see him in the hall, ever. He's doing his work. Surprising what SOI has done for this child and for others.

I had a similar thing, a 2nd grader. New kid, no background information. The teacher labeled him a trouble maker. Referred him. He did everything perfect, following every guideline. Found out he was gifted—bored to death in the classroom. Now the teacher is challenging him, and he's doing really well.

We're good at creating those kinds of win-win situations for kids.

We had a 5th grader at the time when they get to write valentines. He wrote to his 2nd grade teacher—he told the teacher the reason his handwriting was better was because of the SOI lab. The handwriting is still improving with all the 2nd years in lab.

I surveyed the teachers yesterday and I heard a lot about handwriting. And focus, confidence, attendance. Wrote 3 letters to parents and now kids are showing up consistently.

My son entered 4th grade at a 2nd grade reading level. Now, he's almost at the 5th grade level. Before, he couldn't read. Now he asks me to buy titles. He used to be embarrassed to read. Has more confidence than ever before. Now, at bedtime I see him with a book in his hand. This Program's really helped him.

Kids overall like coming to lab. Had a little trouble with 4th graders who were missing 15 minutes recess having to come to lab. I said, "until your parents say you don't have to come, you have to come and do what you're supposed to do."

I have kids trying to come in during recess time—trying to squeeze it. Interesting how older kids want to come in and give up recess to do their worksheets, because there are so many of them and they want to graduate. Have a "star" system on the wall when they get a section done. Even the 5th graders like the stars—didn't think they would.

We do "apples" every time someone gets a replication. They're looking at each other's apples and going, "Wow." It's great to see them motivating each other.

The "draw" of the books—we have three 2nd graders now who are done with the activities but don't want to graduate. So, it's okay with the teachers, and they do old modules.

Two kids have made huge gains outside of SOI classroom. One had problems with physical violence last year. He became so much more in control of himself this year. I don't think it's all SOI, but [SOI] has been very beneficial for his behavior.

We have 2 autistic boys who had terrible balance. Amazing how much balance and physical coordination has improved on both.

21. *In your view and at your school, what is the most critical element or aspect of the SOI program in terms of helping students?*

Teachers don't have time for that individual student who might need something extra. We give support for that. Then we take the information back to the classroom and say, "you knew there was a problem—well, here it is." Teachers are so busy, so it's useful for all.

Individualized programs, 3rd through 5th. They know what they need to do and do it.

Ability to pin-point and strengthen.

Having kids experience happiness; success; even for a half hour. Caring. Some are lucky to have 2 parents. They have this adult saying, "you did good."

Positive reinforcement—they're so needing it.

Taking the time to explain strategies, and guide, one on one.

Giving them the opportunity to be in control of their movements—muscle control—to walk down the hall without hitting someone.

Making them understand <u>why</u> they are doing the certain activity. This year I'm very open about why they're in SOI.

Still difficult—not wanting to make [students] feel bad about why they're in SOI.

Old kids showing new kids activities is an incentive [to new kids].

I express to my kids to be self directed learning to process information. I'd like to teach them life skills; how to look at themselves. I want them to be in the leadership role. They tell me what they're not doing, what work they're not getting done. I have three 5th graders volunteering to come down and help coach.

The memory game is good for kids. I keep tally. Learning to rely on self; can't cheat or work off neighbor. Drill to them their brain's getting bigger—growing. Teaching them how to memorize things is really good.

Developing images in their brain while their reading—visual imagery. Surprising how many kids say they can't do that.

22. *In your view and at your school, what is the strongest evidence you would point to that supports the effectiveness of the SOI program?*

We have a lot of documented support—reading.

Pre and post tests show significant improvement. We have the numbers to show [CR & L].

I do pre and post tests on 5th graders. Last year there were huge increases. That 3 months over summer is such a big chance.

Seeing kids when they first come and they can barely walk the plank and jump on the trampoline. You definitely see changes and know these things have got to help.

Star Test reading Program—it's measurable, not subjective.
Have kids write letters of how they've improved. They have learned to focus. We're in the middle of a gym, stuff going on all around them, but they stay focused.
Most critical element/aspect of SOI Program in terms of helping students?]: A kid in Barb's classroom is the "SOI Director." I'd love to take a group of kids [to the legislators]. They are all different and have different success stories.

Our teachers say it's the best year we've had. Might be strong evidence if the whole school is feeling good.

Teachers think the lab is valuable. One doesn't want to do modules, but willing to do it if that's what it takes to keep the lab. Teachers would say it's valuable—they've seen improvements.

Legislators look at the numbers, but don't see the actuality [peer response: "have them do the exercises!"].

Like to see more of a concerted group effort to educate legislators.

When state assessments came back, the numbers of IEP students meeting the benchmark increased this year, and the number of IEPs reduced.

Ours the same—numbers that met or exceeded [benchmark] higher. We feel it's the SOI Program, but hard to prove.

Our overall school report rating was strong—we're third in the district, and our SES is 45% poverty level. I think that says a lot for our school.

Our district ranks us on levels test. We've improved so significantly they think we're cheating.

23. *How closely has your school followed the IDS script for implementing the SOI/Bridges program? That is, if you had to rate your school on a scale from 1 (almost no following of script) to 10 (perfect following of program script) what rating would you give and why?*

8 to 9. School basically follows; amended a couple of things on memory thing—adopted words. That's the only deviate.

8 to 9. We've come up—last year it was 7 or 8?

7.5 to 8, including the modules. Some things don't work well for a large group public school setting, so some things we've amended. Deviated a little from instructional methods. We make an attempt at the bean bag eye motion. We find they don't progress if keep doing at an early stage. So, we pass over it and go back at a later time. That's the biggest thing we deviate from. We try and find what's best.

8. I have teachers allow children to use SOI as free time—a filler. Trying to impress SOI is important is . . . Teachers can't find time, too frustrated (older grades). My kindergarten teachers need to start work on more LOCAN, but I'm not seeing kindergartners in the lab.

9. Principal is making sure I have Teachers' support; that the modules get done; and incorporating activities. Can't give it higher than that because there's not enough time—there's so much.

9 at first, and the last quarter is full of testing, field trips, etc., and it goes down to 8.

7, maybe 6, because the teachers aren't fully on board with the modules. An 8 as far as getting materials out to teachers, but the principal is willing to let the modules slip in order to keep the lab.

9. My reaction is to say the program is flexible enough to fit in lots of situations, so we're doing everything right. But I know that's not true! Some teachers aren't doing the modules, some a lot.

23b [Rating (1-10)—implementation of SOI script—Lab, classroom/school]:

9,9; 9,9; 9,8; 9,7; 9,9; 9,8; 9,6; 9,8.

24. *To summarize this set of questions, please talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.*

It's great. I was so skeptical. Was the only job I could get. But, how does jumping, etc. apply to the classroom? But now I think it's great.

I was a skeptic and still am. Who's to say it's not maturity? I do want to see it so bad.

Evidently, there's some research IDS has, but we're not getting that information.

We have okay post test improvement, but this is on SOI stuff. What about school stuff?

I hear this most on kindergarten.

My expectation last year was high—I was skeptical, but hoping; expecting. Even now no definite proof. I do see success in the lab. My daughter went—didn't see much change—but she's doing great this year. Measure of success will be down the road. I do think it's beneficial for some kids. But I don't know if it can be attributed to SOI.

Can't rate [success] on 1 thing.

I don't think you can. Are we a part of the puzzle what helped this child become successful?

We've seen enough who've done Title I for years and now suddenly with SOI they're successful. Our Title I instructors saying our kids in comparison to other kids can read more fluently.

It's good for [students] to come and get praise—doesn't hurt them.

We're seeing improvement.

25. *Please talk about your view of the evaluation of the SOI Program.*
26. *What do you think the results of the evaluation will be this year? After another year, what do you think the results will show?*

Depends on how you're getting your data. For example, from 1 school to another, without the control being in the same area. Put people from the same school against each other level to level. There're so many factors—new teachers, new programs. I wonder if you'd get the same results by looking at kids in the same school. Individual student in the lab scores: look at that.

[Evaluation]: Stupid benchmarks are so subjective of how scores are done. Should be pass-fail. Can't relate them.

[Evaluation]: We've never had a true ability to evaluate. So many variables—teacher's are different, a student's life is different. I'd be interested to see a group of SOI [lab] students compared to others.

[Evaluation]: This little boy's teachers says his lack of improvement is not attributed to SOI or anything in school. It's because of circumstances outside the school. ["we're talking lab, not modules."]

We have control of the lab, but not modules.

State told us since a Title I school had to be school wide, modules are mandatory. Think SOI had to come up with modules because of that.

Time frame. We were told kids would graduate in 1 year. But that's not time.

I get the feeling IDS wants us to rush students through and go for a little overall improvement rather than just the one. I can't, can't let it go.

Can't do all the testing and devise a treatment plan and then say, "oh, you can skip that part." Can't do a prescription without doing the treatment.

Last years focus group was so good.

I wonder about lasting long term effects on kids who go through quickly. What are they vs kids not begun competent but made an effort for a year and one-half? Go, then just stop? Not going to happen.

If you don't use it, you loose it.

But if you learn tracking you're going to do it forever.

27. Are there other questions we should ask?

Not sure of the validity of taking a look at one school and another with different systems in place. Like behavior—1 may have 100 referrals and 1 may have 5. Not sure if we should take the impact of the total school on attendance, behavior, state scores, and the same school growth in those areas. Maybe should look at SOI lab kids vs non-lab kids within 1 school.

We feel strongly about lab. There are results from the lab. But we can't be there everyday when they're teaching the modules.

I agree. Everything I've heard is if the modules are done correctly and directly.

28. Given all that has been discussed today, would you change anything that you said at the beginning about your greatest successes, challenges and/or disappointments this past year?

I don't feel kids are being looked at as a whole person in a test score—asking for an impossible task. Their personalities—self esteem—around through their life; has direct impact to reach life goals. When putting a limit on them in 1 year, you have to perform, you're putting something very different on them, setting them up for failure. How do you measure that in a year?

We appreciate your effort, willingness to put all these pieces together. So support of this kind of program, however differential it is, so those falling through the cracks, those in need, can benefit from the SOI Program.

They are looking at the value of the Program in a school system, letting them become better learners; better self esteem—they can fund this or more correctional facilities. Which do they want?

If I were to make a suggestion to the state department, it would be a green light on the anecdotal. What you hear from people with the experience may be more valuable than numbers on a page.

Friday, April 14, 2000

5. *Thinking back over this second year of the program (third year for some of you), how has this year been different from last year?*

Busier [this yr than last]. Doing all by myself; same amount of students in half the time. Don't have [aide] anymore in the afternoon; I go from 8:30 until noon, no breaks, 38 students. Keep packing them in there. Had 1 graduate last year, and testing 3 or 4 kids next month-that's over all 2nd years.

I have no time [to check workbooks]-I depend on the teachers.
Program runs smoother. We're more comfortable. Few things still in the dark-looking forward to the Vida training. Teachers like the workbooks in the classroom, but that's kind of falling through the cracks because we don't check up on them like last year.

We have 3 new teachers and 1 didn't do workbook until last week-teacher was sending them home with kids. Didn't know this until recently. We don't know what's going on-there's not that accountability aspect. But the teachers love the booklets.

We don't collect them either, but teachers tell us where they are.

We have a couple of classes already done with the books.

I'm busier this year because I don't have [aide] this year. Same amount of kids-waiting list for 14 younger kids. Do 3 at a time instead of 6 like last year. Scheduling challenging-kids miss PE and music so they don't miss academics. I teach before and after school classes, where the parents hate to have them miss anything in the day. I've graduated 13 group kids; 5 more in 2 weeks; by the end of the year we'll have 15. Kids in group this year are less severe, and able to complete in a year. But still have some old ones that were more severe and still in the program. Some new kids and a couple of open houses for parents--trying to get parents to come in has been a challenge. Accountability for school modules is better this year-I did up a timeline for what needs to be done by when for the teachers. I get to go over books 2 times a year. About 85% of teachers are turning in their modules. Have involved the principal in getting cooperation with laggards. Teacher's are putting a [workbook] grade on the kids' report cards, mostly an effort grade. Teachers say we're getting stronger kids this year. I think that they've been doing SOI for a year has made a difference. Teachers saying their able to attach different skill areas, and they're seeing improvement.

Accountability for booklets has been pretty hard. They say they are getting through them, but I'd feel more comfortable if I knew more. The program's smoother this year than last-no problems that I can think of. 15-20 will graduate out of IPP. [We] started programs new [with group IPP], whereas LA didn't start new-continued from last year.

This year we serve all the kindergarteners in the lab. The teacher stays, and often a parent [4 adults total]. It's been great. Sometimes we have 16 kids doing stuff at once. The Title I teacher (8 yrs.) says 2 kids exit each year. This year she's exited 8-so encouraging to us. Amazing to see where they were in the beginning to where they are now. Didn't see that last year because we weren't serving the numbers.

They've found us. We're getting everything from ILS class to the talented and gifted. We're serving 109 students now.

In ours [lab program] it's been a real conjunction with the Title I. She's giving a lot of referrals.

I feel like we've had to start over this year. There was a change in administration-funding--and the dynamics of the program. It took a while to get going. Kids didn't change, but only 1 person in there at a time. [Aide] and I don't have much time to get together.

6. *Please talk about successes this year that stand out for you as important.*

Just got a letter from a mother-wants me to send it to legislature. Last year her son spent lots of time in Doernbecher [OHSU] because of rheumatoid arthritis. Coming to lab kept his eyes working. Instead of getting

worse, his eyes stayed the same. 2 weeks after he got out of the program his eyes went-he was back in Doernbecher. His mom says, "put him back in SOI." We did, and he hasn't been back to Doernbecher since.

Success for me--when students come to me and report improvement. Have this one 6th grader excited because he can get his work done in class; he can find the words, and not have to do lots of homework. He's progressed so much. His family moved, and he talked his mom into driving him across town all the way back to school to continue with SOI and stay in the school. I don't see the classroom, so I rely on the teachers to tell me.
Our K teacher is our best advocate-her group of kinders are off the wall, but when they come back from lab they are settled down.

Got a note from the music teacher-says noting improvement in rhythm.

Seeing the progress, and hearing the teachers say the kids are doing so much better at motor skills; reading. We have 1 reading at a 5th grade level-he's a 1st grader, but physically awkward. See some 6 year olds [] know left-right, and see that the teacher notes the progress in doing letter and fine motor skills. We have 1 girl with a pain in her eye continuing the service and she will graduate; she'd get dizzy, crossed eyes--she'd get nauseated trying to follow her finger. She's doing the tracking now--thrilled. Very encouraging to see-does take a while.

Teachers have asked us to be part of conferences this year. It's a success.

Our teachers overall have accepted the program as worthwhile, when last year they were skeptical. They're coming to us. I'm a classroom teacher fulltime; the SOI specialist, but I'm right next door to lab. [Technician] does the lab.

SI3-children notice they can do it. It's taking along time for the Kindergarten through 2nd grade.

Once it [SI3] clicks, it doesn't go away.

Last year 5th grade boy who got glasses for the 1st time. He was making progress-had been in resource room for 5 years, and was still a pre-primer. He went on to middle school at grade 3 plus. He comes around after school to see if he can do extra or certain exercises. He does what he missed on last year's program. His teachers at middle school say he has a real desire to learn that wasn't there before. He's now not an 'I-can't-do-it' kid. Another big success story-4th grade girl last year-wanted to put her in a self contained classroom. She'd made up her mind that she couldn't do anything. This year she came in and wanted to come after school. She has graduated from resource in math, reading, and written language. Something clicked someplace with her now keeping up with 5th grade work. Last year she was a pre-primer. Her whole personality is different. No smiles and no friends last year. This year she's happy, has friends. SOI lab is her source of strength. The 5th grade teacher says she's doing all her work in class now.

I can do LOCAN now.

Our Title I teacher is doing LOCAN with older kids.

We used [LOCAN] with a 7th grader-it has clicked for him.

8. Tell us about your biggest disappointments this year.

Challenges-finances and slow start up. We worked through September not knowing if we had a job or not. It was mid October before all was settled.

Didn't have a contract signed? That, too, was my problem.

Then we learned we didn't have enough money to run the program for 2 years. No sub for sick time; no ice cream parties. We are not getting any supplies.

I couldn't get any dry markers or folders. I was told I had to buy a whole box. Four weeks later I bought my own. It was rough getting started because of finances.

Yes, [funding] big challenge for me. If we just had enough funding: more work, less pay, less help. But we've been doing that for years. And [aide] had a hard time at start up-had to wait for her to get her training.

Why does it have to be so difficult? Such a struggle? No money?

Loosing [aide next year], trying to get things done. That bugs me. I was told I couldn't teach it because I'm too expensive-they'd get a part time aide. I said I'd take a leave of absence and they could pay my insurance. If they got someone else it would be starting over. Need the continuity. That's the frustration, thinking about how to do it next year. I walked in the last week in August and didn't know what I was doing: SOI or 2nd grade? Said I was too expensive for SOI, but district is paying part of my pay.

I was pulled aside at an ice cream social and told I was cut to 3 1/2 hours. All the jobs posted had already been taken. I get no breaks, and I do recess. I've got to-too many autistic, etc., that need one on one. Challenge-the financial part.

Our principal is a huge supporter, but he feels his hands are tied. He's a huge supporter of SOI.

Challenge-financial. But other school learn about SOI and ask to bring students in. Want to come in to program; bus them in, they ask. Other district schools want it. We're looking to become a magnet school so other schools can come.

I gave another school's student-child of friend--old SOI modules because she had some vision problems. Took it on on my own time. They called me and said, "Oh, my gosh. She's reading. Teacher says she's reading."

I have one teacher [upper grade] who refuses to use the program. She doesn't want to include one more subject. I can understand, but everyone else is doing it. I find that frustrating. When I pull her kids to come [to lab] they're always late-I get them back on time. We're a resource, but not classified. Can't seem to convince the principal or the teacher to do the workbooks. The principal's not pursuing it. I had to make cuts this year-I cut higher and kept lower. Kids [from this classroom] come to ask me if they can have a workbook, and I told them they're in the classroom.

If teachers didn't buy in last year, they won't this year.

If teacher is not pro, students will not get the program.

We had one teacher last year who referred a lot. This year, because she's not sure if the program's going to keep being there, she's referred 4 but she doesn't send them. Loses time chasing the kids to come [to lab].

It took half the year to get teachers going. Teacher attitudes [hum drum]. They like to be catered. Now I call on the intercom, "Hi-de-ho, neighbor!" And the attitude has changed. Its, "Okay, kids, lets go."

7th and 8th grade only difference-teacher not behind it last year. New teacher is behind it this year. Had a time getting the students to buy in. But now she's got them doing it with their class work.

Scheduling and feeling of priority-music, counseling, [etc.]. All a priority--we try to fit in after everybody else is scheduled.

We have [students] missing 1 music, and 1 PE.

Guidelines are different for middle school.

Benefits far outweigh challenges/problems [all agree].

We're at the bottom of the pile [with regard to pull-outs].

9. *Please talk about your interaction and relationships with IDS over the past year.*

Minimal, and all within the last month and a half. Like I was forgotten.

We haven't had much contact, either. But they've been very good. We had our questions answered last year. Whenever I call they get back right away. Had wonderful feedback from Texas about talented and gifted. They scored a drawing from a talented and gifted student for us because it was so elaborate. David Crymes gets back to us. Research: Frank Mondeaux assigned to funding.

No one [from IDS] has looked at our tests.

Little disappointed IDS waited so long to do site review. 2 in the last month. Disappointing. And they went over old test material that Connie Crowley went over last year. Found an old mistake that we went over last year-but I've done a lot of tests since then! Very nit picky, very nit picky. [ ]-couldn't find a cassette, for example-it was in the cassette player. We did disagree on my training. They do not train the same. [ ] came out last year and trained me. [ ] said 2 bounces, [ ] said 1. So it shows up on my site review-I do 1 bounce. I don't like that inconsistency.

10. *What has IDS provided in terms of support, training, and/or materials that you have found <u>most</u> valuable?*

The 800 line is great to be able to call and get stuff, or just a question-that's real great. And finding out they had a return policy [by 3/31; $56 per starter kit/packet] [Two sites express they "didn't know that."]. I returned $1600 that didn't need this year-that money's going back into my grant. But they'll ship how many we need out next year when we need them. Found out when enquiring about [?]-[person who answered phone] said, "and you know about our return policy?"

[IDS is] quick about it-replacing things.

Frustrated when we didn't have our site visit until March. Frustrated-visit would have been useful early in the year. The good part is I've talked to Diane Hochstein with questions teachers have asked. I think the 28th meeting is a result of some things and questions that have come up.

First site review [IDS] was January 5th.
Problem we've had is with materials with LOCAN. Don't have enough. We're different-we serve everyone in school. I called, tried to buy the ones we're missing. The sets are like $80 a piece. They wouldn't sell them, the LOCAN part, independently.

11. *What <u>hasn't</u> IDS provided that you would have found helpful or valuable?*

Our teachers won't use LOCAN; won't buy in to it.

12. *Do you have any other suggestions that you would like offer to improve future training and program support?*

I called and made a suggestion and was shot down quickly. I asked if they'd consider making a video [for students]. This is what [exercise] should look like-some kids are visual. Looking at the book sometimes I can't tell. Would be a useful tool. They said no. Afraid we'd copy it. I realize they're a market company.

Valuable for us last year, the review visit--got good suggestions, helped get lab set up. Need these visits as soon as possible after training and set up. Get someone in there earlier to fine tune the procedures. Also [David's] visit this year was helpful; we're only as effective as what we know. I don't think they're used to class situations-they're used to clinical setting.

In the fall we should have a couple of days review.

[Suggest] a retraining at the beginning of the year. And help with Locan.

[Suggest] ongoing classes.

Could use an update on procedures-did not know until January about some expectations for procedures-maybe a video?

- It's important that [IDS] understand we've received our information differently. If it has to be exact, tell us.

I do like the manual as a reference.

It's unlikely that I'll read through the big-thick manuals.

13. Please talk about your impressions of how the classroom teachers at your schools are using the SOI classroom modules.

A 2nd grade teacher had some trouble with the 2nd grade modules. She went back to the 1st grade modules this year and is doing better, and she'll know what she's doing when she gets to the 2nd grade modules.

Feedback from our teachers-the main thing is they really like the workbooks. Didn't do so well with last year's paper shuffle, and they don't want to go back. Also our K / 1 teacher likes the perforations to be able to take out pages.

Our suggestion for the workbook is to make the covers more durable, but the teachers really like them.

[Teachers] tell me about they're favorites.

Our kindergarten teachers don't like LOCAN. Don't see it, or understand. Some of the terms used, like prepositional phrases, kindergarteners don't know. [comment: "we don't use those phrases."]

Schedules-depends on the teacher-to fitting it in. The teachers together are fairly close; been fairly directive.

One of our teachers has been doing them fairly consistently, and is almost done. Wondering what to do next.

Some of ours [teachers] now that testing is done are looking forward to having more time for workbooks.

We have one teacher who has their kids taking workbooks with them to work on while they're waiting for, like, a PE activity.

More of our teachers bought in this year-the majority. After last year knew how to better schedule and fit it in. Kids get upset when replaces "SOI Time." Some use it as filler. A lot of it has been in the kids' strength in wanting to use it-pulling the teacher in.

It's been a good working tool, the spelling words, for this one teacher.

14. Tell us about the relationship between the SOI program and your building's administration.

Great support from our administration; hands are tied on the financial, but great support.

We had a change in administration. Our principal is now our superintendent. He was a great supporter. I do believe our principal now is coming on board, but doesn't have the attitude [last year's principal] had-this was his baby.

My principal is very supportive. But I don't have the confidence that her boss and the superintendent are supportive. I don't get good vibes. Lack of involvement with the program directly.

My principal is very supportive. Feels it is meeting the needs of kids who wouldn't have had the need met. Principal has seen behavior improve-very supportive. Hands are tied regarding finances.

My principal and I feel the Program costs so much we think it won't continue.
Our administration is very much behind it . . . of course, he's my husband.

Our administration is always sending someone to see the lab. The latest one was all the elementary teachers came up to take tests. Our curriculum director had experience with SOI in Coos Bay; supportive; looking for funding.

They're supportive-but very busy.

Very supportive. Title I has also been great support this year. Would like to associate that with funding. Occupational therapists have visited. Contact helps support, and we've had that.

[Occupational therapist who visit lab] asks, though, "how long is this going to go on?" I say with the high cost, can't say. Since then she's made less referrals. We're not on any IEPs.

My room is next to the resource room-lots of contact. At last we got a door! We share testing scores-sometimes they'd come observe. One student they watch-several district people watch him all day. They said he responds best in SOI. They will work around my schedule-nice to have them on board.

My resource teacher feels threatened by SOI. She'll refer a few with problems she can't deal or won't deal with. I will ask her when kids graduate from RR and SOI what she thinks is and attribute, and she says there's no way of knowing. But when you have a 3rd year RR student at pre-primer all that time that with SOI suddenly jumps up reading to grade 3 level, well . . . Our counselor keeps reminding us we're just a grant and won't be around.

I have difficulty with the nurse. One kid asked me-was having problems-and I have to suggest the nurse, first. She has old "E" charts. I asked him if he wanted me to check. She [nurse] said he was okay. I found out he had vision problems. I told him he could talk to his parents about his eye problems.

We do the New York Vision screening test 8 components that can be given by a non-professional in addition to the SOI screening. Takes 15 minutes. The developmental optometrist gave us a check list [student] can take to the eye doctor.

My district specialists haven't been real positive. I am expected to give in; give up.
She's been so busy on grant writing-we're a thorn in the side to our special ed person.

Our special ed person is our Bridges cohort-my partner-good relationship.

16. As you wind up this year, what have you learned that will lead you to change any of the Lab procedures, or the way you run the Lab, for next year?

Letting ourselves modify if need be. Drop down to a little more elementary. Can water down practice and bring them along to success. [comment:" I didn't know this until February."]

We know the kids, so we need to [modify] how it fits our kids.

Yes-1st year was structured; rigid. But you found your way. David C. and Diane H. visited and said go ahead and modify so the kids are more successful.

That's more or less what I found out: after had intense practice the first year, can be able to modify. Diane said that. Had an autistic child, working with the occupational therapist to modify his program. Kid with one eye-

20/70; have to modify visual exercises. Crymes said he shouldn't be served [others thought the "cut-off" was 20/40]. Another, a stroke victim, we found was getting stronger on her right side when the doctor said it wasn't possible-but she's had success. I think as we move farther in the program we can use our professional judgment.

It's been valuable-I think I've gained more from these [focus group] sessions. I pick up so much more from my peers-what's successful for you might be successful for us.
I think it had to be rigid the 1st year of training.

17. Tell us about your communication with parents on the SOI program. Describe their input, reactions and attitudes over this past school year.

They love us. Very supportive. We had our first "No", but they came back and wanted in. Showed them the test results and then they said yes, and signed. When you can show concrete things to parents . . .

The analysis printout still is not parent friendly. But when you can bring them in to explain . . .

The name of the program is intimidating to parents. We had 1 child taken out of the program without discussion with me or [technician]. This lady's son was beginning to be quite violent-new divorce? Wish administration had given us a chance. The boy asks to come back in.

This year parents are asking us to speak to their clubs. We went to Soroptomists, and they gave us $900 for vision assessments. Another gave us money for the sock fund. They're aware, now, of the program.

My parent response has really been good. In January and February I did a follow up phone conference. I don't have inservices and stuff-I did the phoning on my own time. I was able to talk to a lot of [parents]. Had one not happy to have kid in SOI-thought it was very degrading-5th grader, 3rd grade level. The dad made an agreement that kid could come in, and if he didn't like it he could quit. He's still in the program, and haven't heard from dad yet. Do have good rapport with parents.

I've had excellent parent response. In the 2 years have had 2 parents say their kids didn't need SOI. Teacher and me both talked to parents-learned the kids were the ones who didn't want to be in SOI. But one kid came back to me and wanted back in, not doing well and it was his last year in the school. I told him yes, but this time he couldn't quit. He's having success. Also had an open house when parents tried some of the exercises-a share-fair open house. They see what we do and tell us what they notice in their kids. Have a lot of word of mouth. Have parents at wits end wondering if SOI would interest child enough to impact. Parents are beginning to look at their children. Lots of positive input.

Have you ever had parents in watching that after a while want to try the equipment and then you can't get them off?

Parents are very supportive. Our school board is very supportive. We've been asked to speak at various community things.

18. Talk about student reaction to the SOI Lab portion of the program this past year.

Have other students saying, "Is it my turn? When is it? How can I get in?"

A student wanted in [lab] so bad, got mother to write a letter to the principal. Tested and didn't qualify.

Some of the older kids [in lab program] when they reach a hard part start to complain and act out. Once they get over the hump they're fine.

There's some resistance [from lab students] when they don't feel they can do it.

We have resistance from 7th and 8th graders [lab students].

Our [7/8 graders] are okay-they work hard. They're at that point in the program where it's easy. We have resistance more with 5th graders.

Our oldest are 5th graders. It's spring-they're out to lunch. Unless the little kids are there when they come in, then they get right to work-they step up.
I've noticed successes with the younger ones who start timid. Takes a couple of weeks where they'll warm up enough to even look at you. Interesting that after a couple of months you hear the teacher say they are little experts, teaching everyone. They're sure and ready to go; become more assertive. I'm sending them back stronger than when they came.

20. *What student effects have you observed that you feel can be attributed to the SOI Program? For example, can you describe any specific effects on:*
    - *Academic performance?*
    - *Behavior (outside the classroom, at recess or lunch, and before and after school)?*
    - *Attendance?*

Attendance-hardly anybody misses SOI. Teachers comment that who used to be gone are now getting to school. Had one kid take a taxi to get to school. They like school now. I keep track-comparing to last year, attendance is way up.

A couple of boys blossomed; gained confidence; now they're talking a lot.

Noticed this one girl who was a discipline problem last year. Now she doesn't have nearly the problems she did last year. I would have to say it's SOI, because nothing has changed at home-it's rough at her home.

I've noticed my 4/5th speaking up, getting right to work.

3rd grade girl last year in school suspension-detention, this girl couldn't control herself. Out of desperation asked me to work with her one-on-one. She realized SOI was helping. She went from being at the back of the room because she couldn't interact to being with a group. Academic improvement was great. Couldn't get to academics until took care of the behavior problem. Unfortunately, she moved before spring break. She was afraid she'd be the same as before at her new school. But we told her she had new skills to take with her. We're waiting for an update.

Also a 1st grader; lots of time-outs. Last resort placed in the lab. Now in less scrapes on the playground and behavior is improved.

Student self confidence. Can take something difficult and start it and complete it-love to hear when it transfers back to the classroom.

Have a 4th grade boy-had lots of contact with his teachers but can't get a hold of his parents. He's small for his age; has vision corrective lenses. Had to modify for him. His teacher tells me how much more focus, concentration, and confidence he has. He's dedicated, on; wanted to do it all right.

21. *In your view and at your school, what is the most critical element or aspect of the SOI program in terms of helping students?*

Identifying that vision problem-to realize it's a vision component they can work on, and it's not their fault.

The rhythm that they gain-it's amazing.

It fills in the gap that nothing else does. Other programs are wonderful, but they don't fill that gap. Once you can get that lack of development filled in, then the other stuff takes off. These things are fixable-balance, vision. I see it as an imperative program to fill that gap.

Conferencing-especially with parents-I am able to show strengths. I've met with the special education person about my child and thought, "Oh, my child is damaged." But with SOI I am able to show strengths.

The [non-SOI] specialists are saying about the LDs "well, that's just the way it's always going to be." But lots of kids get off IEPs-I've seen it. SOI is hope.

[SOI is] Hope where hope hasn't been before.

And [SOI] is tangible to the kids.

[SOI is] getting connected to the learning style.

22. *In your view and at your school, what is the strongest evidence you would point to that supports the effectiveness of the SOI program?*

We're seeing the kids getting off IEPs, special services, and being in the classroom more. They feel dumb going to resource room. And not in SOI.

We are having fewer IEPs.

We had 55 in resource room last year, this year we're down to 30. It seems that they can hold their own in the classroom. And the number of behavior referral-had an inordinate amount of harassment and bullying. Now, when they come to SOI, kids don't put up with it. I think SOI has had something to do with that.

Our behavior referrals are down.

Behavior referrals from kids last year have decreased, but we have lots of new kids coming in from other schools with problems. Can't document that.

Our behavior referrals are not our SOI kids, I've noticed.

Seems like kids who used to have behavior difficulty don't anymore. Argumentative kids-don't so much anymore. They respond appropriately. Our kindergarteners used to be in Title I for a year. Now they're out in a third of a year. Title I is able to put more kids in.

Found one kid in SOI who I thought could use additional services. Turned out she did qualify for an IEP. Otherwise she would have fallen on the wrong side of the track.

Seeing the differences this year from last year . . . the state wants to see reading and math go up-please give us more time to get the scores up.

At the 5th grade math last year 22% met the benchmark. This year it's 45%. But I think in reading we went down 10%.

Our Kindergarten teacher feels the kids need the help when they're young, so they can develop young before they go on.

23. *How closely has your school followed the IDS script for implementing the SOI/Bridges program? That is, if you had to rate your school on a scale from 1 (almost no following of script) to 10 (perfect following of program script) what rating would you give and why?*

8. A few teachers not doing it 20 to 30 minutes a day the way the contract state, although the contracts are not available to us. One teacher is new, 1st year, overwhelmed-he's sending the workbook home. Overall the teachers in the school are doing very well. Over 25%.of student population in the lab.

8. One 5th grade teacher not cooperating-not getting his modules done. Feels he has too much to do to get them ready for middle school, and "if they haven't gotten it by now, that's too bad."

8. Are a few teachers I wonder about. Progressively, this year it's gotten a lot better. Have things done better on time. Starting to get a little more feedback-not a lot,; guess I could ask more questions.

9. Have full cooperation with 4 teachers, just the 1 no. Serving way over 25%.
8, I believe. But 1 teacher's--kindergarten--not doing LOCAN, everybody else is doing it. Serving way over 25%.

24. To summarize this set of questions, please talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.

When I was first trained, I thought there was nobody I couldn't save. Now I know I can save about 80%. It's a tremendous program that can't totally save everyone. When you have a 1st grader raising himself, and a mother with the mental capacity of a 9 year-old, well-he's not going to finish the program this year. A reality check.

I can't see it continue because of the money thing. I never looked at it before like that.

The mechanics have changed and I'm real disappointed. Real disappointed I'm not still in the lab, although it's doing well, but the break in consistency . . .So even though it's probably not doing as well as it could, I think it's a great program.

It's taken me a while-I was real skeptical at first. Took me a while-now I see it's a success.

One little girl says, "I'm surviving. I'm not sinking anymore-I'm surviving."

The money thing . . . I was concerned from the beginning.

I was floored of the price of it all. I wasn't even aware. Only found out this year.

I was [aware of cost]. I educated [principal]-I had the contract in my hand.

It was nice to see a piece of paper from the legislature listing what was allotted.

I was in the classroom for 20 years, and ready for a change. Principal sent me to training-a new thing and they were going to "sell it." Now, I am a piece of the puzzle. I want to stay. Even if I go back to the classroom, I have stuff that's very invaluable.

I expected to see great results last year. But the progress I am seeing this year far exceeds my expectations. Some kids, at the beginning of the year, I though, well, it may not happen. And it has. I would be really unhappy if we're not able to continue in some way. Kids falling through the cracks-they wonder why the drop-out rate is so high. The attitude in some kids is unexpected-family circumstances, etc.-but seeing the progress. Next year I offered to teach lab free; the district contract person questioned my sanity. But if I don't do the lab next year I think I'll make this my last year of teaching. This last year is the highlight of my 20 years of teaching. I have more with me now than from any of it before.

I never dreamed it would go so well and that I would enjoy it this much.

I have a wonderful job-nobody knows what I do in the building.

25. Please talk about your view of the evaluation of the SOI Program.
26. What do you think the results of the evaluation will be this year? After another year, what do you think the results will show?

Appreciate the report said it was early in the process. I don't think the data really reflects progress accurately. Hope the anecdotal stuff can reflect.

I was discouraged by the report. I understand there's not enough information. But I was discouraged by the way it looked on paper. We know we're making a difference. I think WOU has done a good job gathering for the evaluation, but it's not complete. Need more time. I want to see our kindergarteners as 1st graders next year-they started with a good foundation. Would expect improvement next year. I believe that's my final answer.
I realize the funders are not going to take the anecdotal stuff as important as the numbers [comment: "maybe we can read it to them"].

I am glad you are doing an evaluation. A good place for me to come to these discussions. I appreciate it.

I like the 3rd party aspect; unbiased; real professional [comment: yes, because I do have concerns-had some issues with IDS"].

On the evaluation this year there's going to be some academic improvement listening to teachers talk about the stronger students they have this year. Had some last year whose tests because of modifications didn't count--this year that number is lower. Would be nice to see progress, like 3rd to 5th grade-see that; see if it made a positive difference.

27. *Are there other questions we should ask?*

Questions come up about the case studies-broaden the case studies.

Is there any way to separate the SOI children from others than just looking at all the behavior numbers? Also attendance, if there's any way to break that down.

28. *Given all that has been discussed today, would you change anything that you said at the beginning about your greatest successes, challenges and/or disappointments this past year?*

IDS didn't know how to put this in a classroom initially. Uncomfortable stuff crept in along the way-in the training, etc. They didn't know classrooms; frustrated when they didn't want to deal with that. They're thinking about a clinical setting.

They didn't know what it's like to have so many rowdy kids in a classroom. I was told my discipline may be too much; it should never take away from lab time. But you've got to have discipline for their own safety! IDS just used to put one-on-one in a clinical setting.

That's part of the inconsistency in training. Because Sue pillows has been in a classroom, and David hasn't.

Also could have affected IDS's claims for effectiveness-see apples and oranges, clinical vs classroom/school.

5. *Thinking back over this second year of the program (third year for some of you), how has this year been different from last year?*

This [SOI Program] is important. It means something.

This is a good program . . . [comment: but very expensive].

Aren't the successes worth the cost?

I want you to know it [SOI Program] is important. I just want it believed.

I think [the SOI Program] is the number 1 way to get the scores on the state assessments.

[The SOI Program] is the foundation we need.

As more teachers buy in--a concern the first year-this year is seeing more understanding. The principal is coming; being proactive. And to see those kids beam when they can do it. And my stroke girl, who has been told she won't ever be able to do stuff, and to see her doing it, doing the replications, maybe not as smooth but with the other kids. She was an angry kid in kindergarten, and that has changed.

Teacher Satisfaction Survey Comments

The following comments were offered by classroom teachers in the 17 SOI pilot schools on the 1999-2000 Teacher Satisfaction Survey (Appendix 9), administered to classroom teaching staff both at mid and year end. The survey questions ask for frequency of module use and degree of satisfaction in terms of the modules' ease and enjoyment for teacher and students, and the modules' helpfulness for student learning, learning disabled students, and students whose behavior in class had been a problem. Sections 3 and 4 of the report provide an in-depth discussion of the survey results.

Mid Year, 1999-2000

- ✓ *Easy to use* . . . "most of the time."
- ✓ "Sorry, I've had a very difficult time fitting it in."
- ✓ *Easy, enjoyable* . . . "some are, some not"
- ✓ "Frustrating [for *learning disabled students*]."
- ✓ "See no difference [for *my students whose behavior in class has been a problem*]."
- ✓ *Helpful for my learning disabled and behavior students* . . . "How would I measure this?"
- ✓ "I have two students who work in the SOI lab twice a week. Otherwise, the rest of the class has not yet started working with the workbooks. We'll start after the first of the year."
- ✓ "Too much class time involved; too much teacher involvement, ie. giving directions."
- ✓ "I enjoyed using SOI with my class last year. I have had a difficult time with it this year because of the ability level of my students."
- ✓ "Too hard for some."
- ✓ "Instructions can be difficult to understand."
- ✓ "Takes time to explain--not easily understood by all children."
- ✓ "Much better as notebook."
- ✓ "I really think the power of SOI comes from [Specialist's] expertise in a pull-out program.
- ✓ *Satisfying for me as a teacher* . . . "Waiting for input from you . . ."
- ✓ "With everything I do it's hard to fit SOI into the schedule."
- ✓ "For those who are just getting started with writing I feel it is a good guide. For those who are already there, I feel it is not useful time. Limits opportunity to move them faster due to time constraints of a two-and-a-half hour day."
- ✓ "9 ESL students make this difficult."
- ✓ "My ESL children are lost when I work through the directions with the class. How should I be able to get through the language barrier?"
- ✓ "The first part of the book is, however as you progress on it requires more reading and writing, and my LD kids struggle."
- ✓ "Depends on the module, especially with low/non-readers."
- ✓ *Helpful for my students' learning generally, or for my learning disabled and behavior students* . . . "I am still unsure of how to measure."
- ✓ "I haven't been using the program in my room."
- ✓ "The module for 1/2 blend is not developmentally appropriate. The SOI classroom is appropriate and does help kids having problems--I would like to have an occupational therapist consulted so specific skills can be addressed."
- ✓ "[Like] the new booklet form."
- ✓ *Easy, enjoyable* . . . "Varies with unit."

Year End, 1999-2000

- ✓ *Easy, enjoyable* . . . "It varies--some aren't, some are. The modules are different--some I enjoy and the students seem to be learning. Others I dislike because there are lines everywhere and I can't check it, or else the kids have to be walked through every step of every page. Too much stuff on the pages for 1st graders."

- ✓ "1/2 day schedule doesn't allow for more, and that's on a good week." SOI easy, LOCAN time consuming."
- ✓ "It's hard to be consistent every day. RE: LOCAN books."
- ✓ "If I remember . . . "
- ✓ "Gets skipped."
- ✓ "Some kids like to work on unfinished modules during free time. Sometimes they don't complete and they want to finish everything. Just depends."
- ✓ *Easy to use . . .* "But difficult to correct."
- ✓ "Much easier to teach the second year."
- ✓ "I haven't used the Bridges module in my room."
- ✓ "They work through them on their own when they feel like it."
- ✓ "At the beginning of each section--enjoyed; by the end most get bored."
- ✓ SOI Specialist writes on the form, "Reason for low scores: Teacher has stated that the new module booklets have slowed her down. She liked it better last year. She doesn't want kinders to have the whole book."
- ✓ "Did not use."
- ✓ "Not used in class."
- ✓ "Rarely [used]."
- ✓ "[Modules] sent home."
- ✓ "[Modules] sent home."
- ✓ "Completed the books."
- ✓ "I was doing wonderfully-30 minutes, 3x a week or so until spring break--then I crashed and burned so to speak and have done virtually none since that time :(."
- ✓ "[Used modules during the week] except April and May."
- ✓ "I will be doing a different set next year. Thanks for helping with this. It will be more appropriate. Thanks."
- ✓ "Hard to include, but needs to be taught."
- ✓ "[Use] varies as time allows."
- ✓ "Six students enjoy SOI in the classroom. The students who enjoy the SOI modules in my classroom are my better students, both academically and behaviorally."
- ✓ "There isn't much time to actually teach them."
- ✓ *Easy to use . . .* "On most modules . . ."

SOI/BRIDGES Classroom Teacher Survey

Please respond to the following questions as completely as possible and return in the enclosed stamped, addressed envelope by April 28, 2000

1. What grade do you teach?
2. How long have you been teaching?
3. How many of your students go to the Bridges/SOI Lab?
4. Do you use the Bridges/SOI classroom modules in your classroom?

   __ Yes

   __ No (If you do not use the classroom modules, please indicate in the space below why you do not use them and return this form in the stamped addressed envelope)
5. In your view how do the classroom modules benefit your students?
6. Please describe any negative aspect, for your students, in using the classroom modules.
7. In your view, what contribution do the modules make in preparing your students to meet the Oregon Benchmarks?
8. For **all of your students**, what effects, in the following areas, have you directly observed that you feel can be attributed to the classroom modules:

   Academic Achievement
   Behavior in the classroom
   Behavior outside the classroom (e.g., recess, lunch periods, assemblies)
   Student attendance
   Students' attitudes/self-esteem

9. Please indicate your current feeling with regard to keeping the SOI program (modules and lab) next school year:

Definitely Drop		On the Fence		Definitely Keep
1	2	3	4	5

10. What other comments do you have about the Bridges/SOI classroom modules, or the SOI model schools program in your school?

Year 3 SOI Evaluation Teacher Survey

Introduction

In April and May 2000 a survey was conducted with classroom teaching staff in the 17 schools participating in Year 3 of the SOI Pilot Program. The survey questionnaire consists of 10 questions around the Bridges/SOI classroom modules and their benefit to students, contribution to Oregon Benchmarks, and teachers' feelings in regards to continuing the SOI Program (see Appendix 7, "SOI/Bridges Classroom Teacher Questionnaire"). Approximately 139 or 62% of teachers anonymously returned the surveys by mail. Sections 3 and 4 discuss the survey responses. This appendix provides a transcript of responses, with each paragraph representing one teacher's answers to questions 5 through 10. Directly following the transcript is a graph summary of the classroom teachers' ratings of their feelings with regard to keeping the SOI Program (modules and lab) next school year.

Teacher Survey Transcript

I can see many of the various skills that are being developed in the modules and all my students benefit from these skills because we all do the modules. I like the variety of all the modules-they are very good!
I don't like the spiral bound books-the kids are twisting the spirals out of the pages. It is also hard to glance at the various pages the children are doing because it is in a book.
[Benchmarks] It helps the students to follow directions, to focus on what is being done, to listen and look. I think that is what is being done etc.
[Academics] Students that go through the program seem to be doing well-they become more independent workers.
[Behavior in class] We are at primary level and am not sure how all this is directly related-all the programs work together to make a difference.
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
I want them to continue-they are good!

The classroom modules improve their eye hand coordination, fine motor skills and math skills.
When doing some of the modules, I found it necessary to make an overhead transparency to help my students complete the activity.
[Benchmarks] For first grade, the modules we've completed thus far, have improved their eye hand coordination, fine motor skills and math skills. The improvement in the above named skills will improve their self-confidence and get them ready to reach their third grade benchmarks.
[Academics] Improved handwriting, reading improvement, math, more concentration.
[Behavior in class] Able to concentrate and focus for longer periods of time.
[Behavior out of class] Able to walk and stay in line.
[Attendance] NA
[Attitude] They feel better about themselves because they are able to focus and improved academic and social skills.
5.
Karen Grimm from Gray Elementary in Astoria, Oregon does an excellent job with the students in the SOI Lab.

The modules shift their ways of looking at things!
When the directions are confusing or the book has misprints.
[Benchmark] I'm not sure of any direct correlation but through a process of extending awareness, reading for content, etc. I see value.
This is a poor question to ask-how do you expect me to gather evidence?
[Academics] Unsure.

[Behavior in class] They like to do these!
[Behavior out of class] Unsure.
[Attendance] Unsure.
[Attitude] They do gain confidence as they accomplished.
5.
We need a wide range of activities to stimulate, encourage, remediate all students through the modalities. Keep this!

Start simply and get more complex. Applicable skill practice using examples necessary for school success. Ex: Vocab., following directions, speed of word recog, short, easy to administer and class enjoys activities.
As with all work, students work at a different pace leaving some zipping through the material and others behind.
[Benchmark] These goals are specifically stressed and strengthened: Vocab building, decoding words, uses content to derive meaning, sequencing, recognizing patterns and series, identifies shapes, flips, slides, rotations.
[Academics] NA
[Behavior in class] More focused on task behavior.
[Behavior out of class] NA- None were referred for this.
[Attendance] None.
[Attitude] They gain confidence when they start simply and succeed later at more complex concepts.
4.
NA

I feel some units benefit students- CMS 1, some parts of CMUIII, CSSII, CMCII.
Some pages are ambiguous (CMUIII). It takes time away from subjects when we are pressured to teach so much so fast. It adds more things for us to do.
[Benchmark] I suspect it helps with organizing, strategizing, patterning. I can't say there is a direct connection.
[Academics] It would be impossible to find a direct effect. There are too many variables in students' lives. I could not isolate SOI from my teaching or classroom management, school atmosphere, home life and the like.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
2.

When students go to the lab, they miss other subjects since they are usually students with problems, this puts them at a disadvantage.
It gives them additional skills to develop. Most of my students view the modules as fun work and really work hard at them. Develops reading skills.
Sometimes it can be a time consumer and with all the new requirements made by the state it is hard to fit in.
[Benchmark] Improves skills that we do not have direct curriculum. With those skills the overall of the other areas is improved.
[Academics] Develop skills in reading and math activities that have several steps to do.
[Behavior in class] They are more successful in school (academics) therefore are more willing to work harder and try new ways of learning.
[Behavior out of class] NA
[Attendance] NA
[Attitude] Definitely a better outlook on school.
5.
NA

They help make them better thinkers. They help the students to associate things in common. Great for analogies. Organizing things into groups.
With our hectic schedule and demands it's hard to get it in when you want to. I have to be very flexible. Those absent a lot also present a challenge, getting caught up with exercises.
[Benchmark] Builds cognitive skills. Builds on comparison and contrasts. Creativity for writing skills.

[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
NA

Eye-hand coordination, fine motor skills, listening skills, practice in following directions.
NA
[Benchmarks] NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
Even though I haven't exactly pinpointed how the modules relate to the areas in #8, I do believe that those who attend the SOI lab greatly benefit. Attitudes change. Fine motor skills develop faster. They become more confident and successful.

I really like Bridges as it teaches children the correct way to write letters and numbers giving them the process of going from big to small letters.
It takes time. I need to make sure I'm a lesson or 2 ahead and understand the glyphs.
[Benchmark] Reading comprehension, Writing so that others can decipher what you write.
[Academics] Learning sight words, right to left, understanding how to figure out workbook pages by looking at all the figures.
[Behavior in class] NA
[Behavior out of class] Not noticeable.
[Attendance] NA
[Attitude] They all feel good about learning glyphs and seeing success. Success with glyphs for slower students.
5.
Would like observations/hints on how I can improve my teaching of them (modules)!

The classroom modules present curriculum content in another format or context. Some children are able to expand their understanding to incorporate these patterns. They received help in all cognitive areas.
The Convergent Production of Symbolic Transformation Module seemed so contrived, my first graders lacked the motor skills to make straight lines. I also think when beginning readers are looking for words they should appear uniformly like other concepts of print, i.e. left to right.
[Benchmarks] The Cognition of Symbolic Systems has some number sense or computation problems that relate to math benchmarks. The Cognition of Semantic Relations has information on map reading concepts towards Social Studies Benchmarks. Other modules had valuable language concepts like prepositions or vocabulary which assist both the reading and writing benchmarks. I think the Magic Cyphers were instructional to both math and reading benchmarks.
[Academics] Class looked forward to SOI activities. They view each challenge as a learning task.
[Behavior in class] While students were engaged they worked independently until they completed the page.
[Behavior out of class] None observed.
[Attendance] Unknown correlation.
[Attitude] Some students with low self-esteem were able to be routinely successful in this program.
5.
NA

The children really enjoy this. I am not sure about other benefits.
NA

[Benchmarks] NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Possibly some effects w/the 2 who go to the lab in that they are encouraged while there which helps to build self-esteem.
3.
NA

Increases analytical skills.
When some students don't get the answer as fast as others because they don't see patterns, it hurts their self-esteem.
[Benchmarks] Well I haven't seen much that directly correlates to the Benchmarks. The whole process seems arbitrary and capricious. SOI is fundamental to thinking. It's hard to measure its impact at the 5th grade level.
[Academics] I don't know how to assess the effects.
[Behavior in class] No.
[Behavior out of class] No.
[Attendance] No.
[Attitude] Some positively, some negatively.
5.
Perhaps I should try to make this more individually paced. The program is essential to the development of thinking.

They enjoy it. They have learned and understood new terms, (for example vertical, horizontal, diagonal, etc) and used them in other areas of learning. It also has shown children a variety of "organizational skills" and some of the lessons did a great job of showing that words have different meanings. .
The low level children have trouble keeping up with the rest of the group.
[Benchmark] Reading, organizing, analyzing, problem solving.
[Academics] Yes in some areas.
[Behavior in class] Somewhat.
[Behavior out of class] 0.
[Attendance] 0.
[Attitude] Yes in some children.
5.
NA

The writing books are wonderful. It teaches kids how to form the letters and numbers correctly in a sequential order. Very easy to teach!
They do not get far enough in the LOCAN book to really put the glyphs into use. They are memorizing them but can't put them into use.
[Benchmarks] Beginning number and letter formation and identification, sequencing.
[Academics] Helps with number and letter identification. Listening, following directions.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Success in forming letters and numbers.
4.
NA

Listening and following directions, eye-hand coordination, math skills, memory.
Some of the modules are hard for certain children and it's hard to keep them motivated to do their best.
[Benchmarks] Interpretation of data, reading, writing, and ordering real numbers, recognize, pronounce, and know meaning of words in text.

[Academics] I'm not sure that I've directly observed any effects but a lot of the areas worked on in the classroom modules were things that were addressed with worksheets previously. It's nice to have these areas addressed (and more) in a nice, neat package.
[Behavior in class] I'm not sure that I've directly observed any effects . . . .
[Behavior out of class] I'm not sure that I've directly observed any effects . . . .
[Attendance] I'm not sure that I've directly observed any effects . . .
[Attitude] I'm not sure that I've directly observed any effects . . . .
5.
I really feel that the SOI Lab is helpful and wish that more children could participate in it.

The students enjoy most of the modules. They make a real effort to solve the puzzles or complete the tasks. As the tasks increase in complexity, students have to follow directions carefully. Multi-step problems are excellent practice for daily work.
I have some students who finish a set or complete module ahead. They always have something else to do, but sometimes those who lag behind drag down the group. Often they do not complete the whole set. Unfortunately they do not always complete the more complex tasks.
[Benchmarks] It is difficult to tie anything directly to the benchmarks. However, I find students each year have difficulty in staying focused. Exercises that help them learn to focus for a period of time should also help them in the quest for meeting benchmarks. The tasks in finding similarities and differences reinforce concepts of classification as well as stimulating thought about comparisons.
[Academics] I really don't know how to measure this. I try to integrate as much of the curriculum as possible. Sometimes it's hard to know what things click where. But I do believe with continuing reinforcing activities children benefit. The relationship may be more symbolic. We do analogies in the classroom at another time. Students can relate to module EFC-1.
[Behavior in class] I cannot attach any direct relationship . . .
[Behavior out of class] I cannot attach any direct relationship . . .
[Attendance] I cannot attach any direct relationship . . .
[Attitude] They feel accomplished when they complete the tasks. It is non-threatening, because we check answers together and the work is non-graded.
4.
I noticed huge gains the first year I had students involved because I had a clear before and after picture. This year my students had already had one year so the changes have not been as dramatic. However, most of these children (7) made significant gains in the standardized Levels tests, as did the class as a whole. I would like to see the physical activities open to all kids through a PE program. Lack of funding for a PE specialist makes it impossible, but I think it would benefit many who are unable to be served in the lab.

The modules help students to follow directions, eye hand coordination, thinking skills, (categorizing, step-by-step procedures, visual discrimination, etc.).
NA
See #5 (The modules help students to follow directions, eye hand coordination, thinking skills, (categorizing, step-by-step procedures, visual discrimination, etc.).
[Academics] Academic Thinking skills, concept attainment, following directions.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Modules are set up so that all students can be successful.
5.
NA

It makes them (and me!) think in a different less traditional way. You can almost see those brains exercising behind their eyes.
The only negative is finding time to do them, those who have the most free time complete the modules. Those who have the least free time (unfinished).
[Benchmarks] Practice with problem solving and writing. Focusing skills to do the test well.

[Academics] Better focusing skills. Better handwriting.
[Behavior in class] More independent workers.
[Behavior out of class] NA
[Attendance] 0.
[Attitude] Confidence building (when one student can do a module well and help others.).
5.
I believe in anything that helps students develop their weak areas. Students who don't qualify for special services can get help here instead of falling through the cracks.

I can't say.
I had such a diverse group of students (lots of high achievers and lots of low achievers) that the use of same level module was inappropriate. My range in my class was probably low third grade to upper sixth grade.
[Benchmarks] They learn how to scan for info.
[Academics] Mostly in writing (penmanship).
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] Some improvement.
4.
I had 11 students in the program and most of them received other special Ed. It is very difficult to say just which of the programs had a positive influence on the students. If SOI was the only class my students attended I could have more easily answered your questions.

They focus the students in a different way than regular class work-thus, they stimulate another part of their brains.
The modules take a lot of explanation. Not all students can work independently which means we lose instructional time.
[Benchmarks] I'm not sure if they do. possibly with regard to problem solving and looking at a problem in another way.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5 the lab.
I believe that the lab does wonders. I don't know how the benefits from modules balance out time constraints that teachers have.

They help children focus, see patterns, see relationships.
Time in classroom is very limited-making SOI time at a minimum.
[Benchmarks] Helps with patterns, problem solve.
[Academics] NA
[Behavior in class] Na.
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
NA

It gives me a chance to observe students focusing on a certain skill.
Some of the directions on the modules are confusing. Some visually too busy because of the size of print.
[Benchmarks] The modules are good for 1) following directions 2) focusing 3) identifying children that may need modifications.
[Academics] With one child especially, reading and spelling scores soared.

[Behavior in class] Attending skills, be able to sit in a chair, focusing skills.
[Behavior out of class] Less behavior referrals. Better interaction with peers.
[Attendance] NA
[Attitude] We use positive action and it feeds right into positive actions-thoughts-feelings.
5.
Karen Grimm is an excellent SOI lab coordinator. She is very knowledgeable and could be a resource person. She has made this program a very important piece of our educational process.

Last year I gave both my 1st and 2nd graders the 1st grade modules as given to me by the program director-this year they created a new module for II. The amount of print on the page and the size of the print is inappropriate for 1st graders.
I can easily distinguish who did like to go to the lab w/o the paperwork-I would be much happier w/this program of K-2 if there were no modules only the lab available and even the lab is questionable in my mind.
[Benchmarks] If we consider the ability to taking a test to be educated, maybe they have value in following directions. However, I can do that without papers-ones more developmentally appropriate for my grade level. Paperwork for K-1 isn't what they need to develop their sensory motor systems, nor is the paper in any way related to the curriculum I teach. Are scores most important, or thinking, creative individuals more important?
[Academics] Some handwriting improvement. None of my students w/reversals have been helped so far.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] The small group attention helps build their self-esteem.
1 [K-2], 4 [grades 3-5].
From the conversations heard in the building after 3rd when they can actually test a student, the program may have more validity. For K-2 I would definitely drop. I really believe the children K-2 need an experienced Occupational Therapist to diagnose and prescribe for the specific sensory integration deficits to best use the students' time at school and to see actual improvement. I'm always surprised when a student shows up and says they're graduates. I haven't noticed any improvement in the deficit behaviors.

The modules are helping students develop their study skills.
Some students find the activities too challenging.
None.
[Academics] Fourth grade activities help students with research skills and dictionary skills.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] When students develop the skills to complete an activity they are very excited.
3.
We have an excellent aid working in the lab here in Elgin, but I wonder what we are paying the SOI teacher to do.

About 10% of my students can and do need this methodical presentation, the rest really didn't need it.
Time is my main concern in a half-day program. I feel the modules are remedial and out of sync with how I present letters and phonics.
[Benchmarks] None. LOCAN was impossibly involved and did not address the curriculum objectives set out for 1st grade readiness. A half-day program barely meets the requirement for math, phonics, writing, social skills, social studies etc. I do think it might be valuable to ESL students and as a remedial tool.
[Academics] Only one of the four students has made the academic progress to succeed in 1st grade, one is M.R., one is repeating, one was ADDH.
[Behavior in class] Students come back to the classroom more ready to focus on the task at hand. They seem to feel good about themselves.
[Behavior out of class] My four students have matured as an audience at assemblies and as participants in recess activities.
[Attendance] None.

[Attitude] Students can meet success and plan further goals. They achieve in the lab when classroom tasks are difficult.
NA
I feel that students going to the SOI lab have benefited in many ways. I think eye hand coordination and motor skills have advanced. I believe direction following and comprehension are enhanced. My low achieving students have found success in the SOI lab and also another outlet for their physical energy. These are important accomplishments.

They help with fine motor development. The children also work on correct letter formation and recognition.
NA
[Benchmarks] They help with the beginning writing process.
[Academics] Improved writing skills.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
The older kids really enjoy and benefit from them.

They force many students to look at problems/assignments in a different manner.
Some students are frustrated with some of the modules because they don't fit their best learning style.
[Benchmarks] They are a good practice for reading charts, graphs, directions to math or science problems. They also give students confidence.
[Academics] I have the feeling some students are impacted in this area but I have no direct data. I believe all students benefit at different times depending on the module and how it relates to work in math, reading, etc.
[Behavior in class] Behavior during the classroom modules is always excellent for all students involved.
[Behavior out of class] I don't see the impact outside the classroom.
[Attendance] I don't see a difference in this area.
[Attitude] This area seems to be the area that stands out the most for all my students. They feel good about the work and proud of themselves.
4.
NA

Daily practice of isolated letters, listening, following directions.
None.
[Benchmarks] Forming the letters correctly.
[Academics] Neatness, letter identification.
[Behavior in class] Listening.
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
Due to only one person in charge of the program, kindergarten doesn't get to do the activities.

Gives them a chance to work in creative ways with new material. Reinforces left to right skills as well as writing and spatial skills.
Sometimes it tends to be repetitive as we cover it on a daily basis.
[Benchmarks] I don't know. We've only done it for 2 yrs. And I don't know enough about either to form that kind of judgment. Perhaps a PhD, dissertation and some definitive work could be done to determine causality, influence etc.
[Academics].
[Behavior in class] I have no data collected that allows to judge this.
[Behavior out of class] I have no data collected that allows to judge this.
[Attendance] I have no data collected that allows to judge this.

[Attitude] I have no data collected that allows to judge this.
4.
I like them. I can see their value. Some families w/their region and background. More direct controlled research needs to be done. Prior research should also be reviewed to determine how we should go about looking for the benefits or ill effects of SOI. Please-tell the Legislature to quit messing around with the funding for SOI. If they're serious then fund it. If not, then don't waste so many people's time. Doug Herman Thurston Elem.

Following directions, sequencing, tracking.
The last part of the book has been very difficult for 10 students who have limited (beginning) reading skills.
[Benchmarks] Helping students learn to focus and follow directions.
[Academics] Positive, develops thinking skills.
[Behavior in class] Focusing, working until done, need to listen, not play around.
[Behavior out of class] Better focus, better listening skills.
[Attendance] One student does not want to miss SOI training in lab.
[Attitude] Improved self-esteem/able to do work.
5.
Dedicated teacher of SOI-Mrs.Jensen.

Teaching attention to small visual details, following specific directions on visual-motor tasks.
None [negative aspect of modules].
[Benchmarks] None observed.
[Academics] Fairly good attention to visual detail, need more memory activities.
[Behavior in class] I'm a behavior specialist and focus on the use of life skills and lifelong guidelines.
[Behavior out of class] I think this is better seen over time.
[Attendance] My students are usually in school: absences seem more specific to student health and personality.
[Attitude] Modules are enjoyed; students feel successful and don't object to making corrections.
4.
Modules are good in that the pages increase in difficulty. Primary students need more access to SOI to develop the physical skills in addition to the modules, especially the visual tracking activities which are believed to help the tendency to reverse letters and numbers.

Great organizational and coordination skills.
NA
[Benchmarks] Better student activities towards test taking and schoolwork.
[Academics] This program is fun and fills a lot of missed skills.
[Behavior in class] Too soon to see any change significantly.
[Behavior out of class] Too soon to see any change significantly.
[Attendance] Too soon to see any change significantly.
[Attitude] Too soon to see any change significantly.
5.
NA

Increased ability to follow directions and track across and down a paper.
The size of print and shapes are great for most students but students with fine motor skill problems could use pages with larger print.
[Benchmarks] Following directions, written and verbal relationships, memory building.
[Academics] Students take all academic lessons seriously, but it's nice to have fun while learning where it doesn't seem like you're not smart if you get things wrong. Kids make comparisons.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Success breeds success. Students like working with the modules and their good feelings carry over into other assignments.
4.

NA

Some benefit in concentration, hand-eye concentration.
Takes away time from other activities in already short, half-day program.
None.
[Academics] Positive for lab-negligible for classroom modules for K level.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
3.
Lab good for those who qualify. Classroom modules of questionable value for K.

It reinforces directionality, being more observant, looking for details, some vocabulary building.
Some are very hard. Too much is jammed together. Examples pp 91-104NST.
I often need to make overheads to explain the lesson. Examples CFS, NSS.
The spirals unwind, the covers fall off, pages come out easily.
[Benchmarks] Learning to follow directions, to move and place answers, to learn directional terms.
[Academics] Some improvement in directionality and looking for details.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
3.
NA

My kids look forward to the role drill and practice nature of the SOI workbooks. Usually it has a calming effect on the class as a whole.
It is extremely difficult to find the time to complete the SOI modules in light of everything else!
[Benchmarks] I'm not sure, except that maybe the kids are more familiar with black line questions and answers.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] They are pleased when they complete a module-a sense of accomplishment so to speak.
3.
NA

They do practice skills that benefit w/motor skills.
They are difficult for many students in my classroom this year-so it takes a lot of time for those students to complete the modules.
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
3.
NA

Help with test taking and listening skills.
Sometimes the spaces given for writing answers (usually numbers) are too small.
See # 5: They do practice skills that benefit w/motor skills.
[Academics] Tracking (reading).

[Behavior in class] Ability to focus on a task.
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
3.
I would give up the classroom modules for allowing a few more students to participate in the lab.

They seem to enjoy most of the activities. The directions for N, S, E, W, [sun symbol] Etc, were frustrating.
[negative aspect of the modules] The time it takes.
[Benchmarks] I don't see any contribution that I can attribute solely to the modules.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
3.
The kids seem to enjoy it-I see no benefit.

Simple enough, so students can work individually and quietly without instruction, yet challenging.
None.
[Benchmarks] Reading comprehension, math problem solving, better attitude/self-esteem.
[Academics] Students become more conscientious about missing assignments and doing quality work.
[Behavior in class] No change.
[Behavior out of class] No change.
[Attendance] No change.
[Attitude] I see the most change in this area. Attitudes and self-esteem are much improved.
5.
NA

Focus/attention to detail/analysis.
Some activities include far too many samples (tasks, problems).
[Benchmarks] See # 5 as contributes to reading and thinking: Focus/attention to detail/analysis.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.5.
NA

I believe the SOI modules help students remember and recall information. Students are also exposed to new words/pictures, etc.
SOI does take time to implement-this does take away from all the other subjects we are required to teach. It is only those students who do not need SOI where I feel a little uneasy.
[Benchmarks] Being able to remember and recall info helps students meet benchmarks in all areas. Some are able to organize the information and use it in other areas.
[Academics] SOI has helped a student in math. After participating in the lab, his ability to do work independently has increased! It has helped some be able to remember and read info. I see the strongest impact in math.
[Behavior in class] The program has given students confidence who were normally quiet and withdrawn. The social skills have increased student talking during work time but I see this as a positive attribute.
[Behavior out of class] NA
[Attendance] NA

[Attitude] Not all students are good academically, however, SOI can boost a child's self-esteem because it helps them organize and remember info. If their scores improve so does attitude.
4.
Not every program works for every child. However, if we are able even a few students then the SOI modules are worth the effort. I feel it can only help not hurt.

NA
In my opinion-classroom modules aren't as useful as I had hoped.
[Benchmarks] Some of the best lessons are great for having students follow directions and focus on concentration.
[Academics] Nothing noticeable.
[Behavior in class] Nothing noticeable.
[Behavior out of class] Nothing noticeable.
[Attendance] Nothing noticeable.
[Attitude] Nothing noticeable.
4.
The labs are wonderful. I feel the lab is wonderful-I have seen great improvements on focus and concentration from those children.

Some of them are fun and I would say good for them. Others are a waste of class time. Some students need the eye-hand coordination and "tracking" skills. Some kids don't.
Some of them are so crazy that I can't check them. Too many lines going all over, etc. I don't like doing things I can't check because I don't like for the students to get the idea that it isn't important or won't be checked up on. Next time they may slack off. Some don't relate to the goals for the regular program even though they are nifty-puzzle-like activities. I think they take too much time away from the curriculum.
[Benchmarks] I can't see the connection.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] For the Bridges class, not classroom modules-the students almost enjoy going and seem to thrive on the individual attention.
1.
Some students need a pullout program for the attention they thrive on. But I'd rather they get it in a reading lab.

Helps develop motor skills.
We have many requirements that we have to teach. This is just one more thing we are very limited in time. Also, I feel as a K teacher we are teaching letters/sounds-the SOI program adds a whole set of images for the students to learn. I think it is confusing to them.
[Benchmarks] None.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
2.
Kindergarten students are not allowed to use the SOI room but we are required to teach modules. I feel if you are going to use a program everybody should be able to use the whole program.

I have not seen any major changes in any of my students' academic performance as result of SOI.
At times, they don't understand some of the responses/answers to the activities and they become frustrated. .
[Benchmarks] I'm not sure it has any real contribution.
[Academics] NA
[Behavior in class] NA

[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
1.
At 5th grade level, we are too pressed for time as it is. Our SOI instructors are excellent. They are very positive and enthusiastic about their work.

I don't really see any benefits other than a time filler.
It takes a lot longer to do than was told to us-and it makes many of my kids very frustrated.
[Benchmarks] None.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
1.
I really think the SOI lab is valuable-and for the student I send-he's developed a lot this year.

I don't see any real benefit.
Modules are way too long.
[Benchmarks] I'm not really sure I see any direct contribution.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
2.
NA

I don't believe they do benefit my students.
Difficult for Spanish/ESL students to read directions and write out written responses.
[Benchmarks] If anything, perhaps in reading/following directions.
[Academics] I honestly have not observed any differences in these areas.
[Behavior in class] I honestly have not observed any differences in these areas.
[Behavior out of class] I honestly have not observed any differences in these areas.
[Attendance] I honestly have not observed any differences in these areas.
[Attitude] I honestly have not observed any differences in these areas.
1.
Students' work (time, effort, etc.) does not seem to be appreciated, as the books are never checked by the SOI teacher. Students are pulled out and miss valuable classroom learning time. Generally, these are the students who can least afford to miss class time.

NA
I can't see how they benefit at all, other than being a good time filler. However, many students quickly tire of the activities and get frustrated with trying to figure out the directions. This then takes up my time rather than helps.
[Benchmarks] Were they supposed to?
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
1.

The kids who need the most help with it participate the least. These same kids get pulled out of my class twice a week for SOI, which fragments my class even more. Until someone can convince me why I need one more program forced on me without my input, then I say no thanks.

I find no real benefit.
We have too many core curriculum requirements. It is difficult to find time to squeeze in the modules.
[Benchmarks] The majority of the students don't need the modules because they get the skills covered in them in their regular classroom work.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
1.
NA

Good for following directions, tracking, logic.
Mapping in 1-2 is too difficult.
[Benchmarks] Independent work skills.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
2.
The benefits are difficult to link to SOI because they are also affected by so many other factors-home-development-classroom.

Some of the modules provide fine-motor skills practice and thinking skills that are presented in a fun way.
The modules vary widely in their appropriateness and usefulness for 2nd graders. Some are too difficult, others way too easy.
[Benchmarks] Not much.
[Academics] None.
[Behavior in class] I like having materials that can be assigned as a class activity or worked through individually. This helps my classroom run smoothly.
[Behavior out of class] None.
[Attendance] None.
[Attitude] Some of my students struggled with the "map directions" unit to the point of tears! This can't help self-esteem.
3.
My students who go to Bridges Lab love it! However, those 4 students are all still struggling in all areas. They love leaving the classroom and their work.

They help students focus, help with motor skills, and help with brain exercises.
[Classroom modules] Hard to fit into the schedule.
[Benchmarks] Helps to prepare them for the kind of questions that might appear on the test-prepares them for that kind of thinking.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
I've really noticed a difference in students' attention-being able to focus, especially when they are reading.

Yes. It is refreshing to do "puzzles" instead of regular work-and they are a challenge.
I did not like the writing exercises (i.e. hose becomes snake) They were too weird!
[Benchmarks] Following directions, reading carefully, noticing "differences.".
[Academics] Spelling, ability to follow directions.
[Behavior in class] Depends on student. All 3 of mine had no behavior problem.
[Behavior out of class] 0.
[Attendance] 0.
[Attitude] The 1 on 1 attention has to be beneficial.
5.
NA

In my view, the modules help my strengthen their eye muscles and the modules help them higher thinking skills and problem solving.
A negative aspect is that sometimes the student doesn't always know right away what the purpose of a particular module is, therefore may not give as much effort. Students from last year reflect the importance the teacher put on the modules.
[Benchmarks] Since classroom modules employ higher thinking and problem solving they play right into the benchmarks.
[Academics] Many of my students have gained confidence in their abilities when they are able to complete a challenging lesson.
[Behavior in class] Behavior in the classroom is very quiet and concentrated when modules are being done and I am able to remind students at other times what behavior is expected with less coaxing.
[Behavior out of class] NA
[Attendance] NA
[Attitude] Student attitude and self-esteem grows with each success and modules provide lots of opportunity for success.
5.
We should definitely keep SOI and Bridges lab for next year. Although there appears to be some discussion about the usefulness of the classroom modules, the consensus in this building is that the Lab is a very valuable tool to help the children that do not qualify for other special services but have great need. Thank you for giving us the opportunity to comment on this program.

The modules give children practice in using skills that are not always "exercised" in regular classroom instruction. It has a nice paced progression for developing these skills.
NA
[Benchmarks] The modules develop skills that broaden thinking and help children to adapt their understanding. It stretches them. These are life skills that apply to every area of learning and development.
[Academics] Those struggling in reading due to tracking or lack of development in a specific area have a burst of growth when that need is met through the module or Lab.
[Behavior in class] Listening skills improve.
[Behavior out of class] NA
[Attendance] NA
[Attitude] The modules allow children to show their strengths. Sometimes the child who has very little success in the classroom gets his/her chance to shine and be the expert.
5.
I think the module and SOI Lab directly fill a void that helps children grow in missing developmental skills, specifically in visual, spatial, writing, memory, tracking cognitively, classifying, etc.

Tracking skills, following directions.
This year they have been fine-last year they were too hard for my group and they were very frustrated.
[Benchmarks] I'm unsure.
[Academics] Some.
[Behavior in class] No.
[Behavior out of class] No.

[Attendance] No.
[Attitude] Maybe a little.
4 Lab only.
NA

NA
NA
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5 Lab.
Not enough time in the day [to use the modules]. I am a benchmark year and there are too many state requirements to read! Very valuable for kids who go to the Lab.

NA
NA
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
NA
Lab is worthwhile, modules are not.

They get practice in following directions and thinking.
They take up way too much class time. The thinking and following directions benefits may be attained in other academic areas required by the state, and the modules are taking valuable time away from these areas.
[Benchmarks] None.
[Academics] 0.
[Behavior in class] 0.
[Behavior out of class] 0.
[Attendance] 0.
[Attitude] 0.
1 modules 5 Lab.
I think the Lab program is excellent and feel it has a great impact on the improvement of academic and behavior issues with the enrolled students!

Not sure.
Time consuming.
[Benchmarks] Not sure.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
1 modules 4 lab.
I am very happy with the lab and the things going on there. I don't see the value in the modules to justify the time they require.

They don't as far as I can tell.

None, except the time taken.
[Benchmarks] None.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
1 Drop modules 5 Keep the lab.
I have seen a difference in the children that go to the lab. Of course that can be attributed to many things such as maturity, classroom instruction, familiarity with school routine etc.

NA
Time. If the directions were simple enough for them to read and do independently. I could maybe give them as independent work, but since my class for the most part cannot read and figure out the directions by themselves I don't have time in my day to use them.
I do not see a relation to benchmarks.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
3.
I like the lab but not the modules. I love the lab and think it benefits those kids I send.

The modules teach and reinforce categorizing and organizing information. Also comparing and looking for details is stressed.
Sometimes the activities are very time consuming and detail oriented, they require a lot of concentration. Students need help and encouragement to complete the task.
[Benchmarks] Theoretically, all of the above mentioned focuses of the activities (categorizing, organizing, comparing, looking for detail, etc.) should help students meet the Benchmarks.
[Academics] I can only speculate that the modules have improved student skills in organization, comparison, categorizing, details, etc. and that has improved academic achievement as well, other factors such as maturity, classroom instruction, Title I instruction, Special Ed. instruction, etc. could also affect students' achievement.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
4.
I think, overall, that this is a good program and helps students become better learners. It is not a "cure all" for every students' behavior and academic challenges though.

Many necessary skills are developed. I've incorporated many things prior to the classroom book. I no longer need to supplement like that. Thanks.
NA
All activities that teach 1st graders to focus and use their minds are worth the instructional minutes they require from our busy days.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
We have to "give up" other things to find the time to do the classroom modules, but it is worth it.

Most of them find it relatively easy-most of the time. They like the fact they are non-graded so the pressure is off. I have noticed an improvement in handwriting and also noticed an improvement in tracking-for aloud. Time is precious and hard to come by!
[Benchmarks] I am better able to read the papers turned in to me. They also seem to be better at focusing on things so they can turn in their papers completed!
[Academics] Reading levels have gone up a bit more than usual.
[Behavior in class] Most of my behavior problems are very small.
[Behavior out of class] Still competitive in playground games.
[Attendance] I have very few attendance problems.
[Attitude] More willing to read aloud in class-more confident about their focusing skills.
5.
How do we know Bridges Module are responsible for this stuff? Could be normal growth-but I really feel for 4th and 5th graders it is more than normal.

Age-appropriate, REALLY emphasizes fine focusing, activities are cognitive challenging enough to encourage "keeping on task", very little reading so ALL can participate.
NA
3rd grade module actually incorporates some mathematical concepts necessary to meet the benchmark for 3rd grade: congruence, geometry.
[Academics] Many of my students have improved by "leaps and bounds" academically…due to their ability to stay focused in contrast to their inability previously.
[Behavior in class] When a child can "stay focused" behavior improves; thus I see more appropriate behavior demonstrated by SOI kids.
[Behavior out of class] Not an issue with my SOI kids!
[Attendance] Not an issue!
[Attitude] One student with a low self-esteem seems more confident with her ability to do work…previously very reluctant to try or to take a risk!
5.
The modules organized in the spiral book is a lot more "kid-friendly" than previous individual handouts.

It helps with hand eye coordination and small motor s.
NA
[Benchmarks] Helps these skills develop sooner, in turn they pick up the information that is taught easier and quicker.
[Academics] Has helped them retain letter names and sounds. Very hard to say at kindergarten because I feel SOI would benefit all kindergarteners.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
Would be great if all kindergarteners went to the SOI lab along with doing classroom modules.

The various activities within the modules offer my students a chance to enjoy being successful as well as challenged. With more explanation at times, they are able to stick with a harder portion and feel the satisfaction of completing it. They also begin to see that each is strong in some areas, but those strengths differ from student to student.
I have not discovered any negatives as of yet.
[Benchmarks] The modules have a big impact on developing focusing skills. Students must red directions carefully and give quality concentration to the SOI activities. They find that they must often conquer by step-to-step progression before arriving at the end product.
[Academics] Helping to develop careful, patient progress of learning and doing.
[Behavior in class] As students become more successful and feel confident in their abilities, they begin to focus more on learning and lesson needing attention by disruption.

[Behavior out of class] NA
[Attendance] Increased success and accomplishment in school-makes it more desirable to be here. We have experienced fewer tardies as well.
[Attitude] When students realize their strengths-and that those strengths can be used to improve more difficult areas-they feel better about who they are. Classmates also begin to see each other as individuals who have important contributions to make to the class as a whole. They are working together much better as a unit.
5.
The students from my class who are involved in completing an individual SOI program have shown marked improvement in academic performance. In talking with them, they have discovered a "reason" why reading, writing etc. may have been difficult for them and that there are ways to overcome the problem. By working to strengthen eye coordination, balance etc., they are encouraged to also work harder in classroom learning-feeling more confident and less defeated.

They help students with a variety of skills and teach them strategies to use in learning.
The students become bored with some of the repetitious activities.
[Benchmarks] Strengthens their basic skills.
[Academics] Strengthening of basic skills.
[Behavior in class] Strengthening of their ability to focus.
[Behavior out of class] None.
[Attendance] None.
[Attitude] They seem to have improved self-esteem when completing, successfully, modules.
4.
NA

It helps them to focus and develop concentration and problem solving skills.
Time is hard to find. Some of the sections require quite a bit of reading and writing-this is difficult for low achievers to do. Higher achievers don't like to wait and do these slower or with the group.
? I'm not sure…improved concentration and problem solving are good for all areas, but how do you tie that directly to OR benchmarks?
[Academics] Hard to tell.
[Behavior in class] Able to concentrate for longer periods.
[Behavior out of class] Hard to tell.
[Attendance] Hard to tell.
[Attitude] Improves when they are able to stick with and complete difficult sections.
5.
I have seen <u>definite</u> improvement in students going to the SOI lab-in academics <u>and</u> behavior! The classroom modules are more invasive of class time and take a lot of time to correct and keep up with.

It has helped them with their fine motor skills, following directions, hand-eye coordination.
Some modules are too difficult for the students to do.
[Benchmarks] With the areas listed in #5.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
I think it has had a positive influence on our school.

If I was able to use them it would help expand abilities of some and develop skills in others.
No time.
[Benchmarks] I don't doubt that specifically in the area of reading, modules may assist students with tracking and focusing on reading. However, with all the other State and District standards and requirements I am not able to implement this piece.

I cannot answer this for all of my students, I will answer for those who have gone to the lab.
[Academics] Growth-ability to track, analyze and increased confidence.
[Behavior in class] Positive behavior-many find the lab is a fun place! They return exercised and focused.
[Behavior out of class] NA
[Attendance] My students love going to the lab-but I'm not sure how it affects attendance.
[Attitude] Very positive. Students learn that not only brain "quality" effects learning but they also learn that they need to train their eyes and body to work for them too. .
5.
I feel the SOI program is very beneficial for students who have reading readiness and vision difficulties! My TAG students have also benefited a great deal from attending the SOI lab. I feel very strongly that the SOI lab benefits some students and should be maintained! However, I feel that current teaching requirements make it too difficult to do the whole class modules. I really feel this program helps to meet the needs of kids who don't qualify for special ed. but need some extra help. We can't let them slip through the cracks!

Concepts are good, develops language and its' meaning, organized way of presentation.
Some pages are too busy; this can be confusing to students.
[Benchmarks] No clue-SOI is not an isolated factor; but a part of the total preparation.
[Academics] I do not believe one aspect of a students' day can be isolated.
[Behavior in class] All 6 of these are a part of each moment of teaching all day.
[Behavior out of class] Lifeskills classroom management, RESPECT, lessons are all a part.
[Attendance] of the students' behavior and achievement. SOI is not solely responsible.
[Attitude] for any aspect, but it is an important part in the teaching and behaviors.
4.
Asking 30 minutes of a T. time to do an evaluation is unacceptable. Obviously you don't understand the amount of work an elementary teacher has to do. 30 minutes added to a 10-12 hour day is unreasonable.

They teach children how to learn and think logically and sequentially.
Time consuming but worth it!
Significant preparation! Especially in reading. SOI is like having vision therapy in the public school setting. It helps pinpoint students with visual problems so they can be referred outside to specialist for vision help. I have a student seriously afflicted with Juvenile Rheumatoid Arthritis. He was in Doernbecher Children's Hospital a lot before he began SOI. He hasn't been once since. Dr. and Mom are so thankful for SOI. Mom wrote the Legislature a letter!
[Academics] Much improvement! Vision problems are detected immediately and referred for intervention.
[Behavior in class] Better. Students feel more in control of their learning process.
[Behavior out of class] About the same in instructed environment.
[Attendance] Better. Students like school. Learning is easier.
[Attitude] Much improved.
5.
Our model has been very positive for all students. I beg the Legislators to continue this program! It has made such a positive difference in my students' lives! I used to be a vision therapist for Terri Vasche in Silverton and so SOI allows all children the chance to have the gift of good visual perception abilities!

Listening, following directions, visual tracking, memory, sorting, classifying (all skills that help learning) helps me pinpoint strengths and weaknesses.
NA
[Benchmarks] Facilitates learning rates.
[Academics] Improved progress.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Improved.
4.
NA

I use it as a free time activity. The kids are very eager to do SOI.
I don't have time to correct all the pages. I suppose the kids could do it themselves. We'd need another assistant if the pages were to be corrected.
[Benchmarks] Following directions. Mostly as a preparation for study skills, fine motor skills. Supports reading and writing skills.
[Academics] Not sure.
[Behavior in class] More on task behavior; SOI book is a popular activity.
[Behavior out of class] Not sure.
[Attendance] Not sure.
[Attitude] Probably a better attitude toward school.
5.
I think the lab is most beneficial. I've seen kids make great progress with reading through the vision portions of the lab. Also, great practice in fine motor skills to improve coordination, handwriting, etc....

I see an increase in memory, hand-eye coordination, building at word recognition, and spatial understanding.
I prefer to use it in a manner that allows the students to move independently as time is always an issue, however, some of the modules need to be done together in a group.
1st and 2nd graders need to be able to read to meet the benchmarks. These skills help students become successful readers.
[Academics] The modules I mentioned before help the students gain skills necessary for reading,.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] As students are successful their self-esteem improves.
4.
NA

Ffinger/eye coordination.
none.
confidence in presentation.
[Academics] Star symbol.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Star symbol.
2.
Too few students are served and either I am expected to refer students with little or no experience or those that I know would benefit are not allowed to participate. Also, a general letter home is not sufficient. Parents' alarms go off when their child is referred to a "special" program. Parents need a personal phone call from the SOI teacher (not classroom teacher) and/or hold an open house demo.

We have only used the writing Prep so far. The pages have helped with fine motor skills and eye tracking as well as pre-handwriting.
We haven't used the LOCAN-it looks very confusing to me.
[Benchmarks] We talk about letter names and sounds with the modules-these are important pre-reading skills.
[Academics] Letter and sound learning.
[Behavior in class] Not sure.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
3.
My daughter (3rd grade) has gone to the SOI lab and it helped her with eye tracking and motor coordination.

They seem to build up students' self-esteem.
The students need different pages to do than last year.

[Benchmarks] Directions are repeated in students' minds to accomplish a task.
[Academics] Positive feelings.
[Behavior in class] Directions and pages are repeated for success.
[Behavior out of class] Think about solving problems when they arrive.
[Attendance] Students usually stay home when they're sick and I don't feel Bridges determines if they come to school or no.
[Attitude] Excellent results.
3.
The people responsible for the program do an excellent job. I would just like to see different workbook pages designed for the program.

NA
The time allotted does not even begin to cover time needed.
[Benchmarks] Not much.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
2.
NA

It gives them a chance to practice skills that will help their academic growth.
Some modules seem a little long.
[Benchmarks] I think it helps them to develop the ability to focus on a task.
[Academics] Improves focus.
[Behavior in class] Improves focus.
[Behavior out of class] Improves focus.
[Attendance] Improves focus.
[Attitude] Improves focus.
3.
NA

They help them pay attention to details, follow directions and think in different ways.
Only that it's hard to find time for it.
Same as #5.
[Academics] Reading comprehension.
[Behavior in class] Better for those who make academic improvements.
[Behavior out of class] NA
[Attendance] NA
[Attitude] They seem to get quite excited about doing the modules. They enjoy thinking in different ways, thus feel good about themselves.
4.
NA

Following directions, vocabulary, word puzzles, reading.
I can't think of anything negative.
[Benchmarks] Following directions, vocabulary, reading.
[Academics] The modules bring in an abundance of activities in reading, math, problem solving, writing.
[Behavior in class] Disciplined to follow directions.
[Behavior out of class] Children stay focused on what they should be doing.
[Attendance] Student attendance is excellent.
[Attitude] Students feel great about themselves when they understand what each page is about.
5.

NA

NA
NA
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
1.
NA

They can help students see patterns and work on memorization skills.
Take time away from the allocated hours for instruction.
none.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
1.
The SOI program has been very beneficial. I have seen academic and behavioral improvements from students attending the lab. Our lab techs have done a super job connecting with students, meeting student needs, and noticing weak areas i.e. needing glasses.

They work on motor skills, thinking skills, hand-eye coordination.
Many of the modules start out as being "fun" for the students, but by the time they get to the end they are bored. Too much repetition of the same thing. At the beginning I hear, "This is fun!" but by the end they are saying "Not this again!".
[Benchmarks] It is a constant on-task quiet time. The students seem to really concentrate. Students are successful so they feel better about themselves.
[Academics] They make a difference.
[Behavior in class] Not a whole lot.
[Behavior out of class] Not a whole lot.
[Attendance] None.
[Attitude] Students are successful.
3.
I like having the books better than just the individual worksheets. My students enjoy going to the lab, even though it is during their music time.

They are another learning tool to reinforce concepts. The kids love the workbooks. They feel like "big folks". For some students they require too much one on one interaction and that is not always possible.
[Benchmarks] I do not see any connection that isn't already in place with other curriculum.
[Academics] I have not.
[Behavior in class] noticed any changes.
[Behavior out of class] that I can say specifically.
[Attendance] relates to SOI.
[Attitude].
3.
NA

To be honest I don't really know if the modules are really much of a benefit. It had been very difficult to find the time to complete the classroom modules. Is there any way to serve those students in need of SOI in the SOI

classroom but discontinue the use of the modules in the classroom, I see a benefit of the SOI room, however I do not see much benefit in the classroom modules.
The modules simply take too much time.
The modules help students with concentration and memorization skills. However, in a sense they take away time that could be better used preparing for the Oregon Benchmarks.
I have not noticed a difference in any of these areas due to the modules. However, I noticed the differences I have seen due to the time spent in the SOI room.
[Academics] Grades have really improved. Accuracy and fluency have increased tremendously. Through SOI a student found out her eyes were not tracking properly. After receiving services 2 times a week and wearing glasses, the student made significant improvements in all academic areas.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] The students' self-esteem has improved a great deal due to the increase in their academic achievement.
1-SOI modules for all students 5-the services given in the SOI room.
I want to stress again that I do see significant benefit and improvement for those students who receives SOI services in the SOI room. However, I question the benefits and importance of having all students complete the modules.

I really don't see the benefit of the classroom modules.
The children frustrate easily.
[Benchmarks] None.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5 lab only.
The SOI lab has my full support. I believe I do see progress in the children attending the SOI lab.

Listening skills, fine motor skills (hand-eye coordination), memory.
NA
[Benchmarks] Concentration skills.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Has definitely helped those who go to the lab in terms of self-esteem.
5.
I really like the lab and it has really helped those children who I have sent. As for the classroom modules, I think they are less effective.

They don't.
Too much time to explain the pages and how to do them.
[Benchmarks] None that I can see.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
5.
The lab is wonderful!

Thinking/problem skills, visual perception development, following directions.
Some students are bored with it but don't let that bother you, the same ones are bored with waiting to be out of 5th grade!
[Benchmarks] Hard to say, though the problem solving and direction following and careful work required would definitely impact how they take the test.
[Academics] Can't say for all though it has contributed to tremendous growth for 2 students.
[Behavior in class] Not sure.
[Behavior out of class] Not sure.
[Attendance] Great attendance anyway so not sure.
[Attitude] Not sure.
5.
NA

It helps them develop skills that cross over into all subject areas. The foundational development is great.
none.
I don't know that they specifically support any one benchmark, but I do believe they are helping the kids in ways that can't be measured.
[Academics] Able to work for longer periods of time.
[Behavior in class] Focused, better concentration.
[Behavior out of class] Directed, good self-management.
[Attendance] None.
[Attitude] Confidence in choices and decision-making.
5.
NA

Benefits in focusing, following directions. The kids really enjoy doing the modules. They know they are exercising their brains.
Time commitment when there are so many demands in other curriculum areas.
[Benchmarks] I believe the exercises play a role in increasing test scores. I'm not real sure on the reasons, but I know it works. We test again in a couple weeks to measure growth over the year. I'm anxious for those results.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
We are very fortunate to have the people we do in charge of the SOI program at our school. They are knowledgeable, helpful and positive.

The classroom modules teach following directions and reinforce visual skills as well as problem solving strategies.
NA
To be met, many of the benchmarks require problem solving strategies and evaluating ideas, as do the modules.
[Academics] Math memorization.
[Behavior in class] Ability to read and follow written directions.
[Behavior out of class] NA
[Attendance] NA
[Attitude] Instant success and pride in completing activities.
5.
I would like to se the creative or TAG component used with more students.

I am unable to see benefit in the classroom module.
class time given up.
none.

How can any of these areas be connected directly to SOI?
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
1-classroom modules 3-SOI lab.
We have never had someone from the SOI program explain to teachers the purpose of classroom modules or what we could expect to see as a result. It is hard to justify money or time without results.

NA
As I watch the kindergarten students do the modules in the classroom, I notice that the matching ones that have characters in a row are very confusing for the students. Students are learning all the letters of the alphabet and all the characters of your program.
[Benchmarks] Reading benchmarks: good motor skills practice; helps develop the ability to distinguish between individual symbols, tracking from left to right.
[Academics] Better formation of letters, letter identification, ability to track across lines.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
Most Title I students need this program. Staff is knowledgeable and give good feedback on the fine motor development and tracking ability of my students. This program provides another source of information on low performing students. The more knowledge we have about students the better we can serve them.

Helps focus, gives me info on students who may need SOI help.
The phonics section early in the year was hard for 2nd.
Not much obvious link. Perhaps improved fine-motor and focus.
[Academics] Focus and fine motor.
[Behavior in class] Focus and fine motor.
[Behavior out of class] Focus and fine motor.
[Attendance] Focus and fine motor.
[Attitude] Focus and fine motor.
4.
We need a better space for our SOI lab.

NA
It takes time away from other classroom activities that are mandated by the state that we must teach. The lab helps students that attend though.
NA
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] Some students feel good about being able to complete the tasks.
3.
I feel the lab is helping the students that go there by building self-esteem and study habits.

These modules provide instruction and practice in a variety of skills needed by students. The area of coverage includes language skills, logic, and study skills to name a few.
Often students are frustrated when they cannot keep up with other members in the classroom.
Since I do not have access to any correlation of benchmarks to SOI, I can only guess. I feel these are helpful by providing skills I know will help students learn better.

[Academics] Language arts and problem solving.
[Behavior in class] ?
[Behavior out of class] ?
[Attendance] None I am aware of.
[Attitude] Most students feel success doing the SOI units.
4.
this is a good program that I hope continues to be available to my students.

They don't.
NA
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
2.
I have seen the SOI program greatly benefit some of my students who attend the lab. I support SOI lab 100% but unfortunately have not noticed the classroom modules have any effect on my classes.

I think the handwriting one is beneficial. Gives them special practice.
The LOCAN is too time consuming for such short periods. We have (time frame) we are ½ day and to do this daily interferes with what we must teach in math, science, reading. Takes too much time. If group was smaller it may help.
[Benchmarks] Maybe in writing-too soon to tell with kinders.
[Academics] Better handwriting.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Self-esteem low-some LOCAN is difficult and frustrating-some have become angry because they need more help.
2.5.
Since we are moving into LOCAN book I am not impressed-could be I have too many children here to call it effective. I do like the writing component, the LOCAN bingo, and I think the skills in LOCAN booklet are valuable (but not realistic in short day with large class) 29 (am) 28(pm).

Visual discrimination, handwriting practice. I know tracking is a goal, but I'm not sure I see that.
SOI book was good-students could do pages independently. LOCAN is cumbersome because it requires direct instruction and has been impossible to do on a daily basis.
I believe it helps lay a foundation for reading and writing which then ties in to benchmarks, but kindergarten is so far for specific examples.
Since our students don't attend the SOI lab, I don't see the success in social aspects. I do see the students excited about doing the modules. They have ownership over "their books" and enjoy using them.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4-I think the benefits are strong for long term follow through for students and students who attend the lab.
I also know our SOI teacher is very dedicated and organized and the students benefit from working with her.
Maybe if the LOCAN book was smaller…looking at what we have left to do, there is no way we'll finish by the end of the year.

Great! Kids like the modules. I like the length of the units-long enough to develop concepts but not boring to students.
Only if trying to plan a time when all the kids are in the class so we can do it altogether.
Focusing on page, listening to directions, looking at an activity (page) and find various ways to solve the activity.
[Academics] Students eager and capable of doing seatwork. Students are wanting more work!
[Behavior in class] Settling down (especially with students in pull out part), easy to get class focused.
[Behavior out of class] Hard to judge.
[Attendance] Good.
[Attitude] High.
5+.
Parents are happy their child attends pull out, students love to work on" Bridges" notebook. They show off their book to everyone. The teachers for pull out are warm, caring, kind and loved by all.

The directions module is very good and holds the attention as it instructs. All modules use hand-eye coordination which is beneficial to all and they still hold their attention.
None.
Coordination skills, also shows a process for reaching a goal in a progressive way. Once they understand the process needed they are able to continue as the module gets harder.
[Academics] All have benefited and have progressed at their own pace-even the slower ones.
[Behavior in class] Improved.
[Behavior out of class] They are able to sit and focus attention.
[Attendance] Very good-they love school and learning.
[Attitude] I've seen quiet children bloom and become expressive, social beings, happy to be at school.
5.
I'm very impressed with the program and how it has helped my students. They are always ready to do SOI and enjoy each new module. I've seen students settle down and work on study skills. Penmanship has improved and reading. The children's self-esteem has risen and they feel they can do anything.

The module exercises a variety of thinking skills in a very manageable way. My class looks forward to SOI time and I always feel it is time well spent.
Really nothing negative. I had trouble inspiring them to be divergent in their thinking/coloring of the section on coloring/transforming the 5 pictures.
The most valuable contribution is for the 6 who go to the lab. They have grown tremendously in their ability to focus and concentrate in academic areas (reading and math). It has given them much needed confidence because of success there. Two of my lab students met benchmark on state writing test. These are special ed. kids!
[Academics] all have made steady progress. Hard to know how much influence any one thing has had.
[Behavior in class] Improved concentration and an " I can do" attitude toward modules and other work.
[Behavior out of class] Few behavior problems.
[Attendance] 3 students miss quite a bit, 2 for health reasons. The third has better attendance than in previous years.
[Attitude] Feel confident when approaching the modules and other academic work.
5.
Our SOI teacher runs an excellent lab and has excellent rapport with students and their families. We have been very fortunate to have someone so knowledgeable and so committed to the program and the students.

Some of the tasks require too much teacher supervision (reading words, numbers, etc).
NA
[Benchmarks] They love the books, it requires them to think in other areas besides reading and math.
[Academics] NA
[Behavior in class] NA
[Attendance] NA
[Attitude] Yes, they know to try their best.
3-modules 5-lab.

I think the lab is wonderful and my kids that go have improved attendance on their lab days. My kids are also using their skills to learn to read.

Learning to look at things in a different way, finding/attending to detail.
time.
[Academics] None.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
3.
NA

Quite honestly I'm sure I haven't administered the module in a way that maximizes learning. We are trying to squeeze in so many requirements that SOI got lost in my classroom.
not enough time and expect direction.
see item #5.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
[no rating assigned] Lab is productive, room module I would drop.
I am a 1st yr 4th grade teacher so my experience was on a steep learning curve-SOI was not as big a priority as other curriculum.

By developing different mental attributes.
None.
[Benchmarks] Enhancement of learning abilities.
[Academics] Unknown, due to so many variables.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
Please keep modules in booklet, rather than packet format.

I'm not sure!
They don't like doing them!
[Benchmarks] Very little! You'll need to prove to me what they do, not what they "possibly" may do!
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
3-I like the lab (but I don't like the modules!) Too time consuming!
I think it's helped some students possibly, but not all! I have some kids who've made good gains coming out of SOI lab, and other students who have not! I think it's difficult to measure this type of thing! Mary Kimmel has a better opportunity to give input here!

The modules help my students think creatively and logically depending on the module. .
I can't think of any. When they have missed a module, they don't mind making it up.
[Benchmarks] Following directions, reading, and writing. Also as mentioned in #5.
[Academics] The modules help reinforce skills in another form during the day.

[Behavior in class] We have to give focused attention to the modules and it's done as independent work.
[Behavior out of class] I don't know how the modules help in these two areas.
[Attendance] [see above].
[Attitude] The students feel more confident when they complete their modules.
5.
My students remember fondly doing modules last year. They enjoy doing them this year as well.

I don't think they do.
It takes time away from other areas I feel are vital.
none.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
1.
I believe the SOI lab, pulling out individual students has great value. For those students I have seen gains in attention and academics. I would be in favor of keeping the lab only.

They become familiar with thinking strategies.
Many children don't listen and struggle until they get individual attention.
[Benchmarks] Gives them thinking skills.
[Academics] I don't directly observe the effects because I'm not sure how this class would perform without the module.
[Behavior in class] One child who has been finished with SOI since Mar, has had a decline in behavior, but I don't know what it correlates with.
[Behavior out of class] All who have attended continue to have occasional problems outside of class.
[Attendance] My class has had 2nd best attendance in school this year.
[Attitude] Last year and this year, most students really look forward to most SOI activities.
4.
NA

The modules require extensive explanation and are of limited use for students. Those who understand how to do them need it, but require extensive personal help to complete. With 27 students I can't justify the ½ hour a day in my curriculum.
See above.
See above.
[Academics] N/A.
[Behavior in class] N/A.
[Behavior out of class] N/A.
[Attendance] N/A.
[Attitude] N/A.
1-modules 5-lab.
The lab has helped the students, but the modules are a waste of $ and time for the general public.

I haven't seen any difference or change.
None.
[Benchmarks] Concentration, perhaps, test-taking environment.
[Academics] N/A.
[Behavior in class] N/A.
[Behavior out of class] N/A.
[Attendance] N/A.
[Attitude] N/A.
2.

Maybe it works better for younger students. Perhaps the program should focus on K-3 instead of K-6.

Perception, attention span, memory, reasoning, comparison and contrast, thinking skills.
Time- takes longer for some students to complete, others finish quickly. It often becomes difficult to fit in with other requirements.
see #5.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
NA
NA

Help learn varying tasks; I can see different approaches to learn the same task.
Same as other subjects-some catch on quicker, which frustrates those who don't catch on. Students need to focus to complete. (think!).
[Benchmarks] Practice on varied types of written directions.
Don't see a strong carry over in any.
[Academics] See above.
[Behavior in class] See above .
[Behavior out of class] See above.
[Attendance] See above.
[Attitude] See above.
3.
SOI gives needy students extra attention and instruction in a small group setting. These are both good things. .

NA
NA
I have not been able to determine.
[Academics] NA
[Behavior in class] This has helped one student (ADHD) settle down!
[Behavior out of class] NA
[Attendance] NA
[Attitude] Two young ladies have been trying harder in all academic areas since starting lab.
4.
NA

Presents a variety of fairly interesting tasks.
Very difficult for ESL students to understand directions.
[Benchmarks] Perhaps more attention to detail.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] Perhaps proud of selves when completing an activity.
1.
NA

Following directions, visual discrimination, notational concepts, vocabulary, verbal comprehension, visual conceptualization, classification, math.
Hard to integrate.
all areas mentioned in #5.
[Academics] NA

[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
5.
NA

Good consistent practices following directions and completing direct tasks, up and down etc.
Tearing the pages from the booklet.
[Benchmarks] Too early to tell.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
The SOI staff works well with classroom teachers.

Learn to follow directions, learn to attend to details, learn new vocabulary.
The students who really need to do the activities are not as motivated as the ones who whip through with little trouble. All 12 of my students do the classroom worksheets.
see #5.
[Academics] Refer to #5 and #10.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] They enjoy going to SOI class time and are eager. They are always successful with worksheets and receive stickers-no one fails!
5.
As new students come into 1st grade that have not had SOI, it is quite noticeable in their ability to trace lines, form letters, follow directions, and know directional words.

NA
My students hate Bridges. It takes a tremendous amount of energy to cajole these students into completing daily assignments. Some students never complete assignments because of attitude.
If students worked at this with a positive attitude it may help them in their thinking processes. But it also takes a very large chunk of instructional time away from academic subjects.
[Academics] None.
[Behavior in class] None.
[Behavior out of class] None.
[Attendance] None.
[Attitude] None.
2.
I think it could be a good/positive tool in other grade levels. 7/8th grade students fight it even though it could benefit them if they worked through it with a positive attitude.

I like the tracing sheets. Very good for children with small motor difficulties. Good practice for letter and # formation. Helps establish routine and work ethic, easy and progresses to more difficult and time consuming. some say it's boring, spiral bound interferes with writing.
[Benchmarks] At my grade level correct letter formation and development of small motor skills is very important. The modules really help with this.
[Academics] Can attend better, better work ethic.
[Behavior in class] None.
[Behavior out of class] Don't participate in these.

[Attendance] None.
[Attitude] None.
5.
I love being in the lab and seeing improvement in concentration and large motor and coordination. They can tell they are getting better and love showing off.

Challenges their thinking, helps them follow directions.
Some students have difficulty with the reading level.
Following directions, to look at all possibilities before making a choice, the variety of tasks.
[Academics] They can transfer the learning to academics.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] They feel very successful and beg me to let them work in SOI workbooks.
5.
I believe this is a very beneficial program. It has helped all of my students. Several have made great gains in reading after participating in the lab.

It helps them to follow directions. Small muscle control practice.
just finding time to do them and time to go over completed modules.
[Benchmarks] Helping students focus better so they can do their best academically.
[Academics] Better handwriting.
[Behavior in class] More focused.
[Behavior out of class] Don't know.
[Attendance] None.
[Attitude] Students enjoy the lab and the modules.
5.
I think students need to experience long time exposure to the materials to make significant differences.

NA
NA
NA
[Academics] We see growth with our title I students, I believe that the exercises done in the SOI lab are certainly a positive factor in their reading growth.
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] The title I students who attend SOI lab feel positive about the program, they look forward to attending. They enjoy the activities and have felt successful.
5.
They need more SOI trained employees to help even more students.

They allow an approach which is more game or puzzle like. There is little writing involved and a minimum of reading other than the directions or individual words. Students who have difficulty with reading and/or writing can still be successful and fairly independent like their classmates. It is great for self-esteem and confidence. There is sometimes competition about what pages the students are on or whether something was "easy" or "hard" for them. (There is also little or no time for follow-up discussion, which the students have no control over.).
[Benchmarks] It helps some students slow down and try to find solutions and/or attempt something new. It helps with confidence to attempt new or "hard" things and stick with it to find a solution.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA

[Attitude] NA
5.
NA

Areas of improvement: fine motor skills have improved, left to right tracking.
None. I'm totally sold on the entire program. When using LOCAN I do stop after learning the nouns. The it-it's-they, she-her etc. were too difficult for the children to learn. We decided to quit when things were positive before frustration set in.
[Benchmarks] At the kindergarten level it helps with both the pre-reading and readiness for reading skills we work on throughout the year.
[Academics] My class has made significant gains this year in all areas.
[Behavior in class] Helps develop focusing and following direction, skills which eventually come down to behavior. When children can follow directions they usually feel more successful, which results in positive attitudes and better behavior.
[Behavior out of class] NA
[Attendance] No difference.
[Attitude] Children who often have trouble in the classroom are successful in SOI. This makes them feel good about themselves, which is a positive carry over into all areas.
5.
By having a total class participation we have benefited. I am pleased with the program and thrilled with the results we have seen this year.

They give students added experience in analyzing, classifying, and organizing printed material.
NA
NA
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
4.
NA

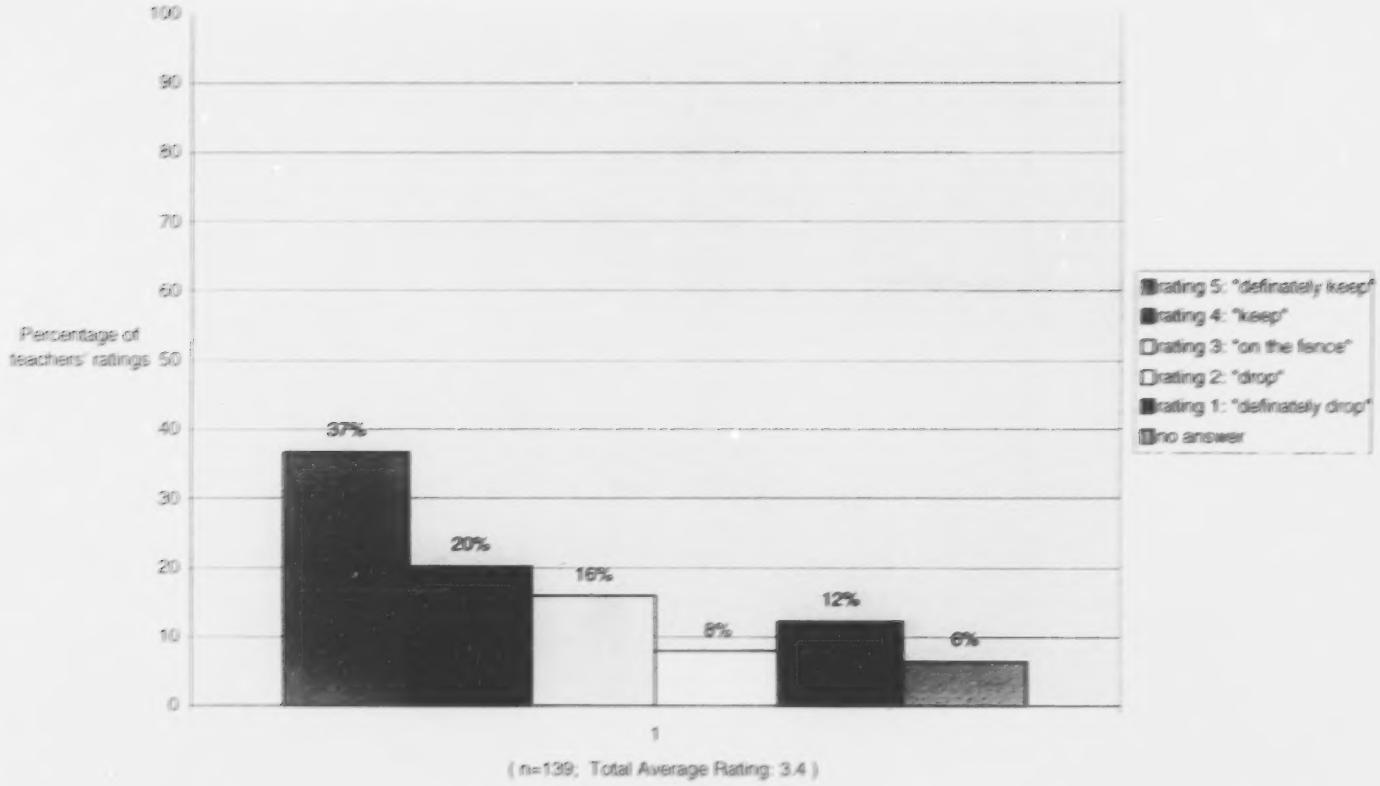
The modules work on the fundamental skills necessary for school success-left to right, details, directional, etc. Therefore, the modules are very beneficial for all of my students.
I do not find any negative aspects. However, if I used blended classroom modules again, I would use the set geared more towards 2nd grade for more of a challenge.
as indicated in #5.
It is impossible to sort out this information for the classroom modules. I strive to have a classroom atmosphere where children experience academic success, want to come to school, and that builds self-esteem and positive attitudes. My behavior plan, while holding students accountable and build responsibility, focuses on a caring classroom. On the other hand, I feel my lab students have improved in all areas. This is, in part, an effect of their success in the lab program.
[Academics] See above.
[Behavior in class] See above.
[Behavior out of class] See above.
[Attendance] See above.
[Attitude] See above.
5.
There has been marked increase in the academic achievement of my students who are in the lab. Two of whom I considered as possible Title I students are now reading on grade level with good comprehension. My third student, while still below grade level, entered 2nd grade as basically a non-reader. He is now reading at a solid 1st grade level. I am a strong supporter of the SOI program and wish it was available at our middle school for my son.

Some what? Some curriculum crossover.
Directions are confusing sometimes. Younger kids have difficulty doing modules.
Directions/NSEW. Some reading.
[Academics] Some improved academic achievement.
[Behavior in class] Some improved behavior-better attention, completing assignment.
[Behavior out of class] NA
[Attendance] Same.
[Attitude] NA
3.
I don't know how much students are gaining from SOI but the students that are in SOI have improved academically and for most of them have improved socially.

Good for thinking skills.
Pacing with slower students.
[Benchmarks] Increasing attention to details.
[Academics] Attention to details, increased efforts due to increased success on SOI, which gets harder as they go.
[Behavior in class] Actively involved in SOI activities.
[Behavior out of class] NA
[Attendance] NA
[Attitude] Success increases esteem.
4.
NA

I don't know.
There's not enough time to administer it adequately.
[Benchmarks] None.
[Academics] NA
[Behavior in class] NA
[Behavior out of class] NA
[Attendance] NA
[Attitude] NA
3.
NA

We read and discuss the directions. Then we do one sample together. Then the children complete the page independently.
Some modules have too many exercises that are similar.
[Benchmarks] Ability to understand directions after discussing them.
[Academics] Learned that it is important to read directions carefully before you start working. Helps children focus on directions.
[Behavior in class] Focused attention-our signal to put hands down to side-face forward and listen to directions.
[Behavior out of class] Children seem more focused.
[Attendance] NA
[Attitude] Some students who struggle in other academic areas excel in the modules and feel successful.
5.
My children enjoyed the puzzles at the end of the book (Magic Cyphers) from page 121-135. Could you put them closer to the front or spread them out in the book? This part was highly motivating.



Percentages of Classroom Teachers' Ratings Regarding Their Feelings on Keeping the SOI Program Next School Year

School Data Collection Forms

Date: **September/October 1999**

To: **SOI Pilot School Principals and Office Staff**
SOI Control School Principals and Office Staff (pgs. 227-230)

From: **Andrew McConney, Project Director**
Laurel Cuthbertson, Project Administrator

Re: **School Data Collection for the 1999-2000 Evaluation of the Structure of Intellect (SOI) Model Schools Pilot Program**

1. Thanks for your help in collecting the data for your school that will be used in our continuing evaluation of the SOI Program.

2. As was the case last year, we will be sending you a check for $200.00 to help offset some of your copying, postage, and other expenses associated with collecting these data.

3. Attached please find the data forms that you will need to complete (one each for special education referrals, behavior referrals, English as a second language, average daily attendance, and "teacher satisfaction.")

4. The teacher satisfaction form should be copied and distributed to all of your teachers twice this year, once at around Christmas break (mid-December), and once toward the end of the school year (mid-May). The completed forms should be collected and returned to us.

5. The other data forms should be completed on an ongoing basis, and returned to us at the end of the school year.

6. If you should have any questions please call or e-mail either

   Andrew McConney mcconna@wou.edu (503) 838-8702, or
   Laurel Cuthbertson cuthberl@wou.edu (503) 838-8789

7. Thanks again for your continued help in conducting this evaluation. We wish you a great school year!

School Data for Year 3: August 1999 through June 2000

Source	Question	Relevant Data
ODE	**1 academic achievement**	Baseline: '95, '96, '97, '98, '99 Statewide Assessment Data 1999 Oregon Statewide Assessment data in Reading/Literature and Math by school for Grades 3 & 5
√	**2 special education**	Baseline: Number of children classified "Special Education" (including various sub-categories), and referral rate for assessment in '98-'99, and '95-'96, '96-'97, '97-'98 if available Number of ***referrals*** for Special Education assessment by month and grade
√	**3 behavior**	Baseline: Number of behavior referrals (referral rate) in '98-'99, and '95-'96, '96-'97, '97-'98 if available Number of ***referrals*** for unacceptable school (classroom, hallways, playground, bus) behavior by month and grade
√	**4 English language acquisition**	Baseline: Number of children classified ESL/LEP in '98-'99, and '95-'96, '96-'97, '97-'98 if available Number of students ***leaving*** ESL/LEP programs/classifications by grade, the ***time*** spent in the school's program, and the reason for program exit
√	**5 average daily attendance**	Baseline: Attendance rates in '98-'99, and '95-'96, '96-'97, '97-'98 if available Quarterly and yearly attendance rates
TR	**6 student self-esteem**	IDS/SOI self-esteem data, case studies, teacher focus groups
√ **TR**	**7 teacher satisfaction**	Teacher satisfaction survey, teacher focus groups, case studies

√ = To be collected by school staff

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR

SPECIAL EDUCATION ASSESSMENT REFERRALS

1. ***Number of students on IEPs (schoolwide)***

   Beginning of 1999-2000: _____ ***Date count taken:*** _____

   End of 1999-2000: _____ ***Date count taken:*** _____

2. ***Please complete the table below.***
   Instructions: In each box of the table, please indicate the number of students in your school who were referred for assessment to determine eligibility for special education services. (If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.

3. ***Please note: If your school is a K-5 elementary, please ignore the column for Grade 6.***

Year / Month	Grade Level K	1	2	3	4	5	6	School-wide
1998-99								
1999-2000 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR

BEHAVIOR REFERRALS

1. ***Please complete the table below.***
Instructions: In each box of the form below, please indicate the number of students in your school who were referred to the Principal or Assistant Principal, or their designee, for unacceptable school behavior (classroom, hall, playground, or bus) by month and grade.

(If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.)

Thank you.

Year / Month	Grade Level							
	K	1	2	3	4	5	6	School-wide
1998-99								
1999-2000 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR

ENGLISH LANGUAGE ACQUISITION

1. ***Number of students receiving ESL services (schoolwide)***

   End of 1998-99 (last school year): _____ ***Date count taken:*** _____

   Beginning of 1999-2000: _____ ***Date count taken:*** _____

   End of 1999-2000: _____ ***Date count taken:*** _____

2. ***Please complete the table below.***
   Instructions: In each box of the table, please indicate the number of students leaving ESL/LEP services at your school this year.

   If there are any students who leave ESL/LEP classification this year, please indicate on the back of this form the amount of time (in months) the child has spent in ESL/LEP at your school, and give the reason for their exit from the program. Thank you. (If records are not available, please write "NR" in the box in question, and provide a brief explanation on the back of this form.)

3. ***Please note: If your school is a K-5 elementary, please ignore the column for Grade 6.***

Month	Students leaving ESL/LEP services — Grade K	1	2	3	4	5	6	School-wide
1999-2000 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR

AVERAGE DAILY ATTENDANCE

1. ***Number of students enrolled at your school:***
   a) ***End of 1998-99 (last school year):*** _____ ***Date count taken:*** _____
   b) ***Beginning of 1999-2000 (this year):*** _____ ***Date count taken:*** _____
   c) ***End of 1999-2000:*** _____ ***Date count taken:*** _____

2. ***Please complete the table below. In each box of the table, please indicate the average daily attendance (attendance rates in %) by grade, if available. If not available by grade, please report "schoolwide" attendance.***

   For last year, please report attendance rates for the year as a whole. For this year (1999-2000), please indicate quarterly attendance rates (these are typically reported by the school to the district). Thank you.

3. ***Please note:*** ***If your school is a K-5 elementary, please ignore the column for Grade 6.***

Month/ Year	Grade Level							
	K	1	2	3	4	5	6	School-wide
1998-99								
1999-2000 1st quarter								
2nd quarter								
3rd quarter								
4th quarter								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR

TEACHER SATISFACTION WITH SOI CURRICULUM

1. ***Please distribute this form for completion by each teacher who has used SOI Modules in their classroom. Thank you.***

THE FOLLOWING SECTIONS ARE TO BE COMPLETED BY THE TEACHER:

2. ***Teacher Information:***

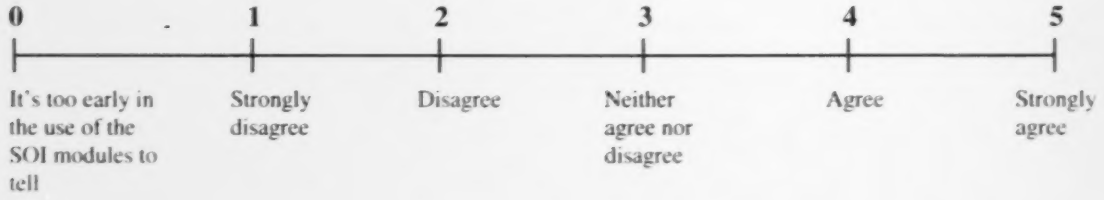
   a) Grade:_____ ***b) Number of Students:_____***

   c) This year, I started using SOI modules around (date): _____

   d) How often do you use the SOI modules? (e.g., 20 minutes per day, except Fridays, for about 30 minutes per day)

   _____

3. ***Using the scale given below, please rate each of the statements regarding the SOI curriculum modules by circling the appropriate number. Thanks.***



The SOI curriculum modules are:						
1) easy to use...	0	1	2	3	4	5
2) enjoyable to teach...	0	1	2	3	4	5
3) enjoyed by my students...	0	1	2	3	4	5
4) helpful for my students' learning generally...	0	1	2	3	4	5
5) particularly helpful for my learning disabled students...	0	1	2	3	4	5
6) particularly helpful for my students whose behavior in class had been a problem...	0	1	2	3	4	5
7) satisfying for me as a teacher.	0	1	2	3	4	5